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ABSTRACT

In response to increased attention by federal and state agencies and community groups to the potential role of libraries in literacy education, the Office of Libraries and Learning Technologies (OLLT), initiated a national study of library involvement in literacy education. Using surveys and case studies of public libraries, public school libraries, community college libraries, state institutional libraries, agencies cooperating with libraries in literacy education, and state library agencies, the study examined the extent to which libraries have become involved in literacy education, the types of literacy education services they provide, and the populations they serve. A sample of 900 libraries and agencies stratified by type of library or agency, by state, and by urban-suburban-rural location was selected. Six data collection instruments (one for each type of library or agency) were developed and administered, and 627 (70%) responses were received. This manuscript contains two volumes. The first volume contains a project overview, a description of the methodology used, the analysis of the survey data pertaining to the involvement of different types of libraries and agencies in literacy education, a composite profile of libraries with exemplary literacy education programs, and recommendations. The second volume contains four appendices: the literature review and bibliography, the case study interview schedules, the survey questionnaires, and site profiles of seven libraries with exemplary literacy education programs. (THC)

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State-of-the-Art Manuscript

Contract No. 300-79-0674

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# LIBRARIES IN LITERACY

Volume I

May, 1981

U.S. Department of Education
Office of Libraries and Learning Technologies

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State-of-the-Art Manuscript

Contract No. 300-79-0674

# LIBRARIES IN LITERACY

Ester Gottlieb Smith, Ph.D.
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Belmont, Massachusetts 02178

May, 1981

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U.S. Department of Education
Office of Libraries and Learning Technologies

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VOLUME I

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# LIBRARIES IN LITERACY
# EXECUTIVE SUMMARY

The problem of illiteracy, its magnitude and deleterious impact on the lives of those affected by it came to national attention during the War on Poverty era and was substantiated in subsequent research demonstrating that one-fifth of the adult population in the United States are functionally illiterate. As a growing concern to educators, employers and government officials, literacy education efforts were initiated and organized at the Federal, State and local levels. Being information and education resources, libraries' potential in the literacy education effort has attracted increased attention on part of Federal and State agencies and community groups. However, the extent to which libraries have become involved in literacy education, the types of literacy education services they provide, and the populations served by them had remained largely unknown. In response, the Office of Libraries and Learning Technologies (OLLT), Department of Education had initiated a national study of library involvement in literacy education using surveys and case studies of public libraries, public school libraries, community college libraries, state institutional libraries, agencies cooperating with libraries in literacy education, and State Library Agencies. The study was awarded in October, 1979 to CRC Education and Human Development, Inc. of Belmont, Massachusetts and completed in May, 1981.

## I. Project Tasks

The study encompassed four major tasks:

- the delineation and refinement of issues to be addressed by the study;
- the design and implementation of surveys of libraries and agencies regarding their involvement in literacy education;
- the design and implementation of case studies of libraries with examplary literacy education programs;
- the preparation of the State-of-the-Art Manuscript on Libraries in Literacy.

### 1. The Delineation and Refinement of Issues to be Addressed by the Study

Issues regarding the involvement of libraries in literacy education were initially identified through a comprehensive literature review. The materials reviewed were identified through a variety of sources including project advisors, existing bibliographies and on-line computer searches. Approximately 200 documents were initially reviewed. For each document reviewed, a brief abstract was prepared. Each abstract listed, in addition to the author(s), title of document, publisher, and date of publication, the major issues dealing with libraries' involvement in literacy education, the main variables discussed in the document, and the particular usefulness of the information included in the document for this study. The abstracts and the compiled bibliography were submitted to OLLT as the State-of-the-Art Literature Review deliverable.

The issues identified in the literature review as relevant for the involvement of libraries in literacy education were presented for review on November 13-14, 1979 to the Advisory Panel assembled for this project. The Advisory Panel assembled was composed of individuals with demonstrated knowledge, expertise, and experience in the areas of libraries, literacy education, adult basic education, and the roles of Federal and State agencies in libraries' literacy education programs.

Following the review of the issues by the Advisory Panel, the issues were refined and described in the Context Paper. The Context Paper synthesized, for each of the study issues, both the literature reviewed and the input provided by the Advisory Panel.

Ten issues emerged as central to the study of libraries' involvement in literacy including:

- the extent to which libraries are involved in literacy education;
- alternative types of library involvement in literacy education;
- major barriers to library participation in literacy education;
- major incentives to library involvement in literacy education;
- library participation in cooperative literacy education efforts;
- general characteristics of libraries involved in literacy education;
- the relationship between library characteristics and likelihood of library involvement in literacy education;
- print and non-print materials and equipment, including communications technology, used by libraries in literacy education;
- costs incurred by libraries in providing literacy education services; annual literacy budgets and funding sources; and
- the nature and extent of Federal and State involvement in libraries' literacy education services.

These issues guided the design of the surveys and the case studies and directed the subsequent analyses and manuscript preparation.

Survey design and implementation and case study design and implementation proceeded in an independent but parallel manner.

## 2. Survey Design and Implementation

Lists of libraries and agencies were obtained through State Library Agencies and through Market Data Retrieval. A sample of 900 libraries and agencies stratified by type of library or agency, by State and by urban-suburban-rural location was selected. The sample included 160 public libraries, 400 public school libraries, 90 community college libraries, 100 state institutional libraries, 100 agencies cooperating with libraries in literacy education, and 50 State Library Agencies.

Six data collection instruments were developed; one instrument for each of the types of libraries and agencies. The instruments were divided into two major sections: one section dealt with general characteristics and functions of the library or agency and the second section dealt with the participation of the library or agency in literacy education. To allow comparisons among the four types of libraries surveyed, the library questionnaires included, to the extent possible, parallel questions.

The questionnaires were pre-tested in January, 1980 and submitted for clearance. FEDAC clearance for the public libraries, community college libraries, state institutional libraries, non-profit agencies cooperating with libraries in literacy education, and State Library Agencies' surveys was obtained in May, 1980 subsequent to revisions of the instruments to decrease respondent burden. Clearance for the public school libraries survey was obtained in November, 1980.

Data were collected from sampled libraries and agencies using two mailings and a telephone reminder. Each of these data collection phases was three weeks in duration. Data from public libraries, community college libraries, state institutional libraries, non-profit agencies cooperating with libraries in literacy education, and State Library Agencies were collected from June 9, 1980 to August 4, 1980. Due to delays in obtaining clearance for the public school library survey, data for this survey were collected from December 8, 1980 through February 16, 1981. Of the 900 libraries and agencies surveyed, 627 (70%) responded to the survey.

## 3. Case Study Design and Implementation

Seven libraries with exemplary literacy education programs were selected for participation in the case studies. The libraries were selected from among 20 candidate libraries identified, on the basis of selection criteria, by project consultants and program data. The selected libraries include the:

- East Los Angeles County Library (California)
- Nicholson Memorial Library (Texas)
- Philadelphia Free Library (Pennsylvania)
- Rehabilitative School Authority Library (Virginia)
- Montgomery County Community College Resource Center (Maryland)
- Glenridge Junior High School Library (Maryland)
- Northern Pueblo Agency Learning Resource Center (New Mexico)

The seven case studies were conducted during February and March, 1980. Profiles of these libraries were prepared subsequent to the site visits.

## 4. The Preparation of the State-of-the-Art Manuscript on Libraries in Literacy

The data collected in the surveys and case studies were analyzed and reported in the Manuscript. The draft Manuscript was reviewed by the Project Officer and the Advisory Panel during an April 5-6, 1981 meeting. In addition to the discussion of the draft manuscript, a set of recommendations concerning the involvement of libraries in literacy education as they relate to Federal agencies, State agencies, and to libraries were developed, with the assistance of the Panel and incorporated in the Manuscript.

The State-of-the Act Manuscript contains two volumes:

- The first volume contains a project overview, the methodology used, the analysis of the survey data pertaining to the involvement of different types of libraries and agencies in literacy education, a composite profile of libraries with exemplary literacy education programs, and recommendations.

- The second volume contains four appendices: the literature review and bibliography, the case study interview schedules, the survey questionnaires, and the seven profiles of libraries with exemplary literacy education programs.

## II. Findings and Conclusions

The major results and conclusions of the study are briefly summarized by issue as follows:

- Extent of libraries' involvement in literacy education

  Libraries involvement in literacy education is important and productive. A considerable portion of public libraries, community college libraries and state institutional libraries are involved in literacy education and provide a wide range of services to a variety of populations. Compared with other types of libraries, public school libraries' involvement in literacy education is the lowest, in spite of the large portion of schools with pupils functioning below grade level and the large number of such pupil populations in schools.

- Incentives and barriers to libraries' involvement in literacy education:

  Library involvement in literacy education is usually "reactive." Libraries become involved in literacy education as a result of their awareness of the "need" for such services and the absence or unavailability of other literacy education providers. Generally, libraries become aware of the need for literacy education through information brought to their attention by literacy education providers and community groups.

  The major reason reported by libraries not involved in literacy education for their non-involvement is their "unawareness of need," lack of need in the community or institution, or the fact that literacy education is available through other providers.

  The major motivations to libraries to become involved or to resume their involvement in literacy education are the presence of need and their awareness of it, and the availability of funds for literacy education.

- The alternative types of library involvement in literacy education:

  Libraries involved in literacy education provide a wide range of services: most often libraries:

  -- identify, select and maintain literacy education materials for tutors and students (clients);

  -- provide space, facilities and equipment for literacy classes or tutorials and for the training of tutors; and

  -- provide information and referral and publicity regarding literacy education services and programs.

Literacy education services provided most often by libraries are "typical" of the routine or general services that libraries provide. On the "continuum" of literacy education services, the services undertaken most often by libraries represent the more passive or least intensive types of service. A small portion of the libraries engage in the most direct or intensive services such as outreach, training and tutoring.

- Populations served by libraries involved in literacy education:

Literacy education services provided by libraries are targetted to populations varied by age, education, ethnic background, and bilingual characteristics.

While the age of the population served varies by type of library (e.g. public libraries serve mostly adults, public school libraries, state institutional libraries and community college libraries serve their institutional population), most libraries involved in literacy education serve populations which are ethnically heterogeneous, have a low educational level or for whom English is a second language.

Generally, handicapped persons are not a target population and a small number of libraries provide literacy education to them.

Libraries involved in literacy education, most public libraries, are aware of people in their community with literacy education needs who are not served by the library or by other providers.

- Print and non-print materials and equipment and high technology used by libraries in literacy education:

Libraries involved in literacy education usually have a wide range of print and non-print materials and equipment for use in literacy education.

Generally, the type of non-print materials and equipment utilized by libraries in literacy education resembles the type of non-print materials and equipment used for general library services.

Communications technology hardware and software is available only in a few libraries and its use both in general library services and in literacy education is limited.

- The relationship between general library characteristics and library involvement in literacy education:

Comparisons between libraries involved in literacy education and libraries which do not provide literacy education services on a series of variables representing general library characteristics reveal significant differences, mostly for public libraries, between these two types of libraries.

Libraries involved in literacy education are likely to be located in larger urban and suburban communities with ethnically heterogeneous populations. These libraries are likely to be headed by Boards of Trustees and Directors who highly support libraries' activities in literacy education. Moreover, such libraries also tend to have the personnel, materials, equipment, and financial resources necessary for involvement in a new area of service, and be better informed of community needs.

- Cooperative efforts in literacy education:

Library cooperation with other agencies, departments, institutions or organizations in literacy education is common and essential to library involvement in this area of service. Most frequently libraries cooperate with other agencies or institutions that already have, at the time when cooperation was initiated, a literacy program.

Both libraries and cooperating agencies provide a range of literacy education services. Services provided by libraries and cooperating agencies are not clearly distinguished or different.

Although the cooperative efforts are informal, they are continuous once implemented.

- Funding of literacy education services provided by libraries:

Library budget allocated to literacy education, although varied, constitutes a small percent of the overall library budget.

Federal funds were evident both as start-up funds and as continuation funds in a considerable number of libraries involved in literacy education. Federal funds constitute the largest funding source for public libraries.

Funds allocated to literacy education in the last five years have decreased or remained unchanged for a large number of libraries. Unavailability of funds for literacy education is reported as the main reason for ceasing library involvement in literacy education. It is also a major incentive for resuming involvement or becoming involved in this area of service.

## III. Recommendations

A set of recommendations promoting literacy education as an appropriate and priority area of involvement for libraries has been developed jointly with the project's Advisory Panel. The recommendations, based on the study findings concerning the extent and nature of libraries involvement in literacy education, are responsive to the major study issues and reflect the policies, strategies and activities which can be initiated and executed by Federal, State and local agencies, by libraries, and by community groups. The recommendations stated in the Manuscript are organized by issue, and within issue by Federal, State, and local levels.

The literacy education effort fostered in the recommendations is a cooperative, community based literacy education program in which the library, due to its locational position in the community and its information provision and brokerage capabilities acts in the roles of an initiator, coordinator and service provider. To develop and implement a cooperative, community-based literacy education effort, the study recommends that:

- Activities to promote library involvement in literacy education should be undertaken by Federal, State, and local agencies, by community groups, and by libraries.
- The development of a cooperative literacy education effort in which libraries and library agencies participate is essential at all levels to the promotion, development, and provision of literacy education.
- To participate effectively in literacy education the library and its staff must:
    - -- perceive literacy education as an appropriate area of library services,
    - -- treat literacy education as a priority,
    - -- define its role in literacy education,
    - -- make itself visible in that role both to other agencies and to the community at large, and
    - -- direct and restructure its skills and resources to the provision of literacy education.
- All libraries should be encouraged to become involved, within the range of their capabilities and resources, in literacy education.
- Libraries should change their reactive mode of involvement in literacy education, adopt the role of an initiator and coordinator of literacy education programs, as well as a direct service provider.

- Libraries should expand their literacy education services to populations currently unserved. Priorities should be given to populations "most in need" of literacy education.

- Communications technology software and hardware appropriate for basic skills development should be developed and disseminated for use in literacy education.

- Libraries, with the assistance of State agencies should become better informed about available funding sources for literacy education.

# INTRODUCTION

## 1. Legislative Background

During the past two decades, literacy has been of growing concern to educators, employers, and government officials at the Federal, state, and local levels. The problem of illiteracy came to national attention during the War on Poverty era when it was recognized that, despite mounting college enrollments across the nation, certain sectors of the population had been almost entirely by-passed by traditional education systems and, in fact, could not read. This concern heightened as subsequent research reported the magnitude of the problem and its deleterious impact on the lives of those affected by it. In this age of increasing complex technical information needs, a national study of adult proficiency levels estimates that one-fifth of all adults in the nation are functionally illiterate, i.e., are unable to accomplish those tasks which are basic to survival in current society, such as filling out a job application, passing a drivers' license test, or counting change (Northcut, 1977).[1] Moreover, the condition of illiteracy has been shown to have a strong relationship to poverty, since jobs, especially those that pay well, increasingly require mastery of the basic skills of reading, writing and computation. For example, more than half of those below the poverty level in the state of Iowa had less than a high school education. Indeed, it may be said that those having low literacy skills suffer from the dual disadvantage of educational as well as economic deprivation.

The Federal response to the problem of illiteracy began in the early 1960s with a variety of adult education and literacy programs administered by several different agencies. Provisions for adult basic education, for example, were amended to the Manpower Development and Training Act of 1962 when it became apparent that many of the unemployed lacked the literacy skills necessary to complete vocational training or to obtain jobs. The first major legislation allocating funds specifically for literacy education was the Economic Opportunity Act of 1964, which established local basic education programs for Job Corps Training Centers, Community Action Programs, and migrant and seasonal workers. The primary Federal legislation supporting literacy programs for adults, however, was the Adult Basic Education section of the Elementary and Secondary Education Act of 1966. In 1978, this legislation consolidated the many different Federal attempts to improve literacy levels across the nation, including those of the Indochina Migration and Refugee Assistance Act (1975), the Older Americans Act (1965), and the Comprehensive Employment and Training Act (CETA). Another major piece of Federal legislation directed towards increasing literacy was the National Right to Read effort which provided for both school and community based programs for children and adults. The most recent Basic Skills Improvement Act has approached the problem of illiteracy through use of parent and volunteer groups, coordination of community resources and those of the private sector, and expanded use of existing educational technologies for service to children, youth, and adults. Thus, the Federal effort in literacy education has grown from a fairly limited scope to include virtually every age level, from children to senior citizens, as well as many different special population groups, including those for whom English is a second language, the economically and educationally disadvantaged persons, and the handicapped persons. Indeed, the Federal sector supports every citizen's right to receive instruction in basic skill areas necessary to survival.

## 2. Library Involvement in Literacy Education

The close relationship between education and libraries has been evident for more than three centuries in the United States, beginning with the establishment of the nation's first libraries in academic institutions. The public library's role in assisting self-learners to accomplish their own goals is a concept that is more than a century old. As noted in a presentation at the November 1979 White House Conference on Library and Information Services in Washington, D.C., the roles of various types of libraries (such as public libraries, school libraries and university libraries) are inextricably bound together with those of education because of the common function of both of these institutions as purveyors of information. For example, students use public library facilities for reference and study purposes; persons located near post-secondary institutions frequent college or university libraries for convenience, and libraries with special topic collections draw a wide variety of persons with a particular set of information needs or interests. Indeed, the White House Conference sponsors posited the notion that perhaps "one of the public policy questions that should be addressed more seriously is the recognition of the public library as an educational institution." The Office of Libraries and Learning Technologies has expanded this question to extend to all libraries which have developed or could potentially develop the resources to provide services to those with low reading, writing and computational skills.

In the past decade, however, libraries have experienced serious cutbacks in budgets, affecting both staff allocations and the purchase of materials. Libraries have considerably shortened hours of service, frequently curtailing evening and weekend hours, thus excluding many segments of the population who could only use the library during non-work time. In extreme cases, libraries have been forced to close altogether due to lack of funding. The paradox of this situation is that libraries--which represent a major resource to the literacy education effort--are experiencing serious financial constraints in a time when their potential role in literacy education is increasingly viewed as a desirable and efficient mode of serving those in need of literacy education services.

The Federal response to libraries has been centered around the Library Services and Construction Act (LSCA), which has provided funds for a wide variety of library projects and programs. Among these are the Title I Demonstration Projects which, although not specifically earmarked for literacy, have been used to support the initial implementation of adult literacy programs in libraries. The legislation, however, does not explicitly mention literacy education as a type of demonstration project, thus diffusing the application of such funds. The most recent legislative effort, considered by the 96th Congress, is the Javits-Kennedy Bill which is the first to specifically link the role of libraries with that of adult literacy programs, English language instruction, extension library services for those confined to public institutions, and outreach programs and other services for economically and educationally disadvantaged persons and handicapped persons. Moreover, the Bill requires interagency cooperation between Federally funded programs to maximize their ability to serve these special populations in the most coordinated and cost-efficient manner possible.

In light of the increased recognition of the potential of libraries as educational resources in the literacy effort, legislation directed specifically to the involvement of libraries in literacy education, and the lack of a systematic, nationally based, body of data on literacy education programs in libraries, the Office of Libraries and Learning Technologies (OLLT) has initiated this study on libraries' involvement in literacy education. The "Libraries in Literacy" contract was awarded in October, 1979 to CRC Education and Human Development, Inc. of Belmont, Massachusetts to investigate:

- the extent to which different types of libraries are currently participating in literacy education activities and their characteristics;
- the major incentives and barriers to libraries' involvement in literacy education;
- the alternative roles that libraries may undertake in the provision of literacy education and the range of services they provide;
- the print and non-print materials and equipment used by libraries in literacy education;
- the cooperation and coordination mechanisms which exist between libraries and other agencies, organizations, and community groups in the provision of literacy education services; and
- the level of funds allocated by libraries to literacy education and the funding sources utilized.

Utilizing a survey methodology, data addressing these issues were collected from a national sample of:

- public libraries;
- public school libraries;
- community college libraries;
- state institutional libraries;
- non-profit agencies cooperating with libraries in literacy education; and
- State Library Agencies.

These issues were also addressed in-depth, through a case study methodology of seven libraries with exemplary literacy education programs.

## 3. The Definition of Literacy

One of the preliminary tasks of this project had been the development of a definition of literacy. The development of a definition of literacy most appropriate for the purposes of this project was necessary given the large number of current definitions and the lack of consensus on the major definition of literacy. In developing the definition of literacy a distinction was made between literacy skills, which refer to skills necessary to read, write, and comprehend the written word, and literacy functional competency defined as "the ability to use literacy skills in practical situations, such as job performance or any of the necessary activities of daily living." (Lyman, 1977)[2] Literacy skills focus on the ability to read, while literacy functional competency focuses on the ability to apply that skill to a wide range of areas. Similarly, literacy education programs are likely to differ in their orientation. While some programs are primarily concerned with teaching an individual to develop the skill of reading and writing, other programs will go beyond narrow skill development to the application of those skills in a life-related context. In these programs literacy education activities could include learning to apply for a driver's license, filling out a tax return, or performing in a job interview.

The distinction between literacy skills and literacy functional competency was an important one for this project. Programs which are oriented toward a conception of literacy as literacy functional competency are likely to include the development of literacy skills as a prerequisite for the application of these skills to other life areas. However, programs oriented towards literacy skill development, may have a narrower focus and not necessarily include the application of those skills to areas such as law, mathematics, or consumer knowledge. Therefore, the range of programs included, given the concept of literacy skills, is much larger than the range of programs bounded by the concept of literacy as literacy functional competency.

To ensure that the diverse range of literacy education activities in libraries are examined in this project, the concept of literacy as literacy skills rather than as literacy functional competency was adopted. Consequently, definitions employing the literacy skills concepts were reviewed to determine the most appropriate definition for this project. Definitions which excluded certain age groups such as children and youth who have been by-passed by traditional education systems and bilingual populations (Forinash, 1978),[3] or which tied the concept of literacy to "years of education" were rejected. Instead, a broader and more comprehensive definition of literacy was sought.

The definition of *literacy* utilized in this project refers to the ability to engage in the basic communication skills (i.e., reading, writing, comprehension, computation, and problem solving) that are necessary to accomplishing every day tasks. This definition recognizes the existence of different levels of literacy skills from simple word recognition through the mastery of complex sentences, the full comprehension of material being read, and the ability to solve problems of increased difficulty over time (Lyman 1977; Eyster, 1973).[4] The definition also focuses on all age levels including children, youth and adults and encompasses the major reasons for the condition of illiteracy, including:

- persons for whom English is a Second Language (ESL);
  - -- those with reading, writing and basic skill capabilities in their native language, and
  - -- those who do not read, write or have basic skills in any language;
- persons by-passed by traditional education systems; and
- persons having disabilities or handicaps which have prevented them or impeded their progress in learning to read, including:
  - -- learning disabled persons,
  - -- mentally retarded persons,
  - -- blind persons, and
  - -- hearing impaired persons.

For the purposes of this study, *literacy education* was defined as "instructional, informational or other activities directed toward increasing the reading, writing and computational skills of children, youth and adults." This definition of literacy education was applied to public libraries, community college libraries, state institutional libraries, non-profit agencies cooperating with libraries in literacy education, and State Library Agencies. The definition of literacy education which applied to public school libraries was more narrowly defined following a recommendation by the Committee on Education Information Systems (CEIS) to include "activities or services *explicitly* designed to improve the reading, writing, comprehension, and computational skills of pupils functioning one or more years below grade level (including pupils for whom English is a Second Language)." Since the public school library operates within an institution whose function is to provide literacy education, it was necessary to distinguish services provided by the library to pupils who function at or above grade level from services specifically directed at pupils who function below grade level.

## 4. The Organization of the Manuscript

The State-of-the-Art Manuscript is organized in two volumes. The first volume describes the state-of-the-art of libraries involvement in literacy education. The second volume includes the appendices.

Volume I presents the conceptual and methodological design of the study and its implementation (Chapter I), the analysis of the surveys (Chapters II-V, VII-VIII) and case studies (Chapter VI) data, a comparative assessment of the different types of libraries involved in literacy education (Chapter IX), and recommendations for Federal, State and local support of libraries involvement in literacy education (Chapter X).

Chapter I presents the major design activities of the study including the delineation and refinement of the study issues, the selection of libraries for participation in the survey and in the case studies, the construction of the data collection instruments, the data collection procedures utilized, and the limitations of the study data.

Chapters II-V, VII and VIII present the survey data obtained for public libraries, public school libraries, community college libraries, state institutional libraries, agencies cooperating with libraries in literacy education, and State Library Agencies. Each of these chapters deals exclusively with one of the six types of libraries and agencies surveyed. To the extent appropriate, the chapters follow a similar order and format. Each chapter opens with a brief overview of the existence or absence of previous data concerning the involvement of libraries in literacy education, the issues addressed by available data and the nature of literacy education activities undertaken. The analysis of the survey data is subsequently presented organized by the major study issues.

Chapter VI provides a composite profile of the libraries with exemplary literacy education programs. The profile is based on data obtained through the conduct of seven case studies, described in detail in Appendix D. The composite profile highlights commonalities across libraries as well as unique features.

Chapter IX aggregates the survey data across types of libraries, for libraries involved in literacy education. Using a comparative focus, the chapter is composed of two major sections. In the first section, library characteristics likely to distinguish libraries involved in literacy education from libraries which are not involved are discussed. In the second section, an analytical profile of libraries involved in literacy education is delineated.

Chapter X of this volume presents a set of recommendations concerning libraries involvement in literacy education. The recommendations are presented along with brief summaries of the study findings for each of the study issues. The recommendations are organized, for each issue, by Federal, State and local levels.

Volume II of the Manuscript includes four appendices.

Appendix A includes the literature review and bibliography. The literature review is presented as a series of abstracts of the documents reviewed.

Appendix B consists of the four case study interview schedules.

Appendix C encompasses the six survey data collection instruments.

Appendix D consists of the seven profiles prepared for the libraries with exemplary literacy education programs.

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# CHAPTER I: STUDY DESIGN, SAMPLING, INSTRUMENT DEVELOPMENT, AND DATA COLLECTION PROCEDURES

The study of libraries in literacy education contained two major components which differed in scope and methodology: the survey of libraries, cooperating agencies and State Library Agencies, and the in-depth case studies of libraries with exemplary literacy education programs. This chapter describes the design activities undertaken for each of these components including:

- the delineation and refinement of the issues to be addressed in the study;
- the selection of libraries for participation in the survey and in the case studies;
- the development and structure of data collection instruments; and
- the data collection procedures used in the survey and in the case studies.

Each of these activities is described in detail in the sections that follow.

## 1. The Delineation and Refinement of Study Issues

Issues to be addressed in the study were identified through a literature review, presented to the project's Advisory Panel and refined subsequent to the Panel's review and recommendations.

A comprehensive state-of-the-art literature review concerning the involvement of libraries in literacy education activities was conducted during the first month of the project. The materials reviewed were identified through a variety of sources including project advisors, existing bibliographies and on-line computer searches. The materials identified were selected for review on the basis of three criteria:

- substantive or content appropriateness to library involvement in literacy education;
- methodological relevance to the research design of this study; and
- recency of publication, including only materials published in 1965 or later, since the concept of libraries' role in serving the educationally and economically disadvantaged emerged in the mid-1960's.

Approximately 200 documents were initially reviewed. For each document reviewed, a brief abstract was prepared. Each abstract listed, in addition to the author(s), title of document, publisher, and date of publication, the major issues dealing with libraries' involvement in literacy education, the main variables discussed in the document, and the particular usefulness of the information included in the document for this study.

– The issues identified in the literature review as relevant to the involvement of libraries in literacy education were discussed with the project's Advisory Panel in a November 13-14, 1979 meeting. The individuals participating in the project's Advisory Panel represented libraries, library and adult education associations, literacy programs, and Federal and State agencies involved in literacy education.

The following issues and subissues were delineated at the completion of the review and refinement procedures :

(1) What is the extent of library involvement in literacy education activities?

- What proportion of all libraries, by type of library, are currently participating in some kind of literacy education activities?
- Does the present level of library activity in literacy education programs represent increased or decreased participation by libraries over the past decade?
- What are the characteristics of the population served by these programs?

(2) What are the alternative types of library involvement in literacy education activities?

(3) What are the major barriers to library participation in literacy education activities?

- To what extent have funding problems (e.g., cutbacks in library budgets) resulted in discontinuation or reduction of literacy programs and services by libraries?
- To what extent do attitudinal barriers of librarians hinder libraries' involvement in literacy activities?
- To what extent does lack of external support (e.g., access to tutors, etc.) impede libraries' effort to become involved in literacy activities?
- Does lack of active demand for literacy programs result in a lack of awareness by libraries of community literacy needs?

(4) What are the major incentives to library involvement in literacy education activities?

- Is a librarian's special interest or expertise in literacy education critical to library involvement in literacy programs?

- Is the availability of additional library or education funds to support literacy programs an incentive to library involvement in literacy activities?

- Is the belief in the concept of community education (e.g., the library as an educational institution) critical to libraries' participation in literacy?

(5) What types of cooperative activities exist between libraries, the education sector, and community agencies to promote the literacy effort at the local level?

- What types of cooperative activities are undertaken by these institutions, groups or individuals?

- What are the characteristics of different types of cooperative activities?

- Which institutions, groups or individuals are involved in the literacy cooperative efforts?

- What types of institutions, groups or individuals tend to initiate interest and activity in developing the community's capacity to provide literacy services?

- What coordination mechanisms are used in cooperative literacy efforts and to what extent are coordination activities formalized?

- What major problems are experienced by those involved in cooperative literacy efforts?

(6) What are the basic characteristics of libraries?

- How large is the library's area of service?

- Where are the library and its branch libraries located relative to the population served?

- What are the characteristics of the library's clients/patrons?

- What are the library's staff size and staff qualifications?

- How old is the library or library system?

- What are the characteristics of the library's facilities and equipment?

(7) What is the relationship between the above library characteristics and the likelihood of library activity in the literacy area?

(8) What print and non-print materials and equipment are used by libraries in literacy education?

- What types of print and non-print materials are available for new or low level readers?
- What types of communications technology are most often utilized by libraries in the provision of literacy education?

(9) What costs/expenditures are incurred by libraries overall and for literacy?

- What are the library's annual overall budget and annual literacy budget?
- What sources of funds do libraries use overall and for literacy?
- What proportion of the library's overall annual budget and literacy annual budget are allocated to salaries, equipment, facilities, and print and non-print materials?

(10) What is the nature and extent of Federal and state involvement in libraries' literacy activities?

- What assistance and support are provided by state and Federal agencies to libraries involved in literacy?
- How much Federal and state funding is allocated annually for literacy programs in libraries?

These issues were subsequently addressed in the survey and in the case studies.

## 2. Survey of Libraries, Agencies Cooperating with Libraries in Literacy Education, and State Library Agencies

### A. Sampling Design and Sample Selection

The survey universe was comprised of six types of libraries and agencies. Included in the survey universe were:

- public libraries
- public school libraries or media centers,
- community college libraries or resource centers,
- state institutional libraries,

- non-profit agencies cooperating with libraries in literacy education, and

- State Library Agencies

In the absence of a centralized source of information listing all types of libraries or comprehensive lists of specific types of libraries, the task of compiling an appropriate universe for each type of library or agency was undertaken. The compilation of the survey universe involved several steps:

(1) The identification of appropriate list sources. List sources were identified in a continuous process through the literature review, by project consultants, and by some of the identified sources themselves (snowball technique). Six major types of list sources were identified:

- State Library Agencies (SLAs).

- State Departments of Education.

- Professional associations such as the American Library Association and Literacy Volunteers Association. For example, the American Library Association has mailing lists of school libraries, state libraries, and libraries in academic institutions (these lists are computerized and printouts are available) as well as a Literacy Program's Directory which identified literacy or adult education programs in libraries in approximately 35 states (the programs included identified themselves in an ALA survey).

- Federal administrators in the Right to Read and the Adult Basic Education programs and in programs dealing with educational institutions or with data collection from such institutions as the National Center for Education Statistics (NCES). The Learning Resources Branch of NCES has a complete list of higher education libraries ($N \sim 3,000$), public libraries (the list is available on a computer tape and can be purchased), libraries serving state agencies ($N \sim 1,400$), "special" libraries (such as business and commerce libraries), and public school libraries ($N \sim 75,000$).

- Publications dealing with libraries in general and/or literacy programs in particular, such as the American Library Directory by R.R. Bowker which is published annually and contains a list of public libraries, academic libraries, government libraries, and "special" libraries (law, medicine, religion/divinity, junior colleges, etc.) or the Index of Library Literature by Wilson.

- Previous large scope surveys/studies of libraries, such as the study by the Texas Association of School Librarians (Fall, 1979) of state directors of library and media services of all states and territories dealing with the needs of school libraries.

(2) The contact of identified list sources. Each of the identified list sources was contacted by mail and telephone. The mail contact included a letter introducing the study and requesting assistance in obtaining lists of libraries. The letter explained the procedures used in the compilation of the library universe and asked for the provision of lists or appropriate data organized in a different manner. In addition, the purpose of the contract was to determine the type of available lists, the most appropriate individuals to contact in order to obtain the list, information on the scope of the list, method of list generation, the quality of the list in terms of completeness, accuracy and updatedness, and the procedures to utilize, if necessary, to increase the quality of the available list information.

(3) The evaluation of available lists. The list sources identified for each type of library were screened in order to evaluate the number of libraries listed compared to the known size of the universe, whether or not the list is computerized, and whether information is included in the list that would allow sample stratification by urban-rural characteristics, geographical region, library size (as reflected by budget or number of volumes), and library involvement or lack of involvement in literacy education.

(4) The selection of lists for sampling purposes. Three major list sources for public libraries, public school libraries and community college libraries were identified: Market Data Retrieval, R.R. Bowker's American Library Directory, and the National Center for Education Statistics. Of these three sources, Market Data Retrieval was defined as most appropriate in terms of the comprehensiveness and updateness of the data, the presence of the needed stratification variables and the costs. Centralized lists were not available for state institutional libraries and for agencies which cooperate with libraries in literacy education. To compile lists for these libraries and agencies, letters were sent to the institutional library consultant of the State Library Agencies (for lists of state institutional libraries) and to the SLA Director for lists of cooperating agencies. Lists of state institutional libraries were obtained from 48 SLAs. Lists of agencies cooperating with libraries in literacy education were obtained from 37 SLAs. A list of all State Library Agencies was obtained from the 1979 Interface published by the Association of Specialized and Cooperative Library Agencies, a Division of the American Library Association.

On the basis of these lists, a sample of 900 libraries and agencies was selected. This sample included:

(1) 160 public libraries stratified by state, urban-suburban-rural location and by involvement in literacy education;

(2) 400 public school libraries or media centers stratified by type of school (elementary, junior-high, senior high), state, and urban-suburban-rural location;

(3) 90 community college libraries stratified by state and by urban-suburban-rural location;

(4) 100 state institutional libraries stratified by state and by type of institution (correctional, health, etc.);

(5) 100 non-profit agencies cooperating with libraries in literacy education, stratified by state and by type of agency; and

(6) 50 State Library Agencies.

## B. Instrument Development

Six data collection instruments were developed; one instrument for each of the types of libraries and agencies. The instruments were divided into two major sections: one section dealt with general characteristics and functions of the library or agency and the second section dealt with the participation of the library or agency in literacy education. To allow comparisons among the four types of libraries surveyed, the Public Library Questionnaire, the Public School Library Questionnaire, the Community College Library Questionnaire, and the State Institutional Library Questionnaire included, to the extent possible, parallel questions.

The questionnaires addressed the issues and subissues delineated for the study. While the four library questionnaires addressed these issues from the point of view of individual libraries, the Non-Profit Agency Questionnaire focused on the cooperation with the library in literacy education, and the State Library Agency Questionnaire provided a state view on libraries' activities in literacy education.

## C. Data Collection

a. Pre-Test. The data collection instruments were pre-tested during the first three weeks in January, 1980 (January 2-18, 1980). The pre-test included 11 libraries and agencies: one public library, two public school libraries, two state institutional libraries, two non-profit agencies cooperating with libraries in literacy education, two community college libraries, and two State Library Agencies. The libraries and agencies participating in the pre-test were randomly selected from the compiled lists.

Each of the libraries and agencies participating in the pre-test received a survey package which included a cover letter and a questionnaire. Libraries and agencies were asked to complete the questionnaire and to review it for clarity, comprehensiveness, data availability, and accuracy.

Approximately 10 days following the mailing of the survey package, the pre-test libraries and agencies were contacted by telephone and the questionnaire was reviewed with them on an item-by-item basis. Subsequent to these reviews, the questionnaires were revised as recommended.

b. Main Data Collection. Data were collected from sampled libraries and agencies using two mailings and a telephone reminder. Each of these data collection phases was three weeks in duration. Data from public libraries, community college libraries, state institutional libraries, non-profit agencies cooperating with libraries in literacy education, and State Library Agencies were collected from June 9, 1980 to August 4, 1980. Due to delays in obtaining clearance for the public school library survey, data from this survey were collected from December 8, 1980 through February 16, 1981.

Overall a 70 percent response rate was obtained. The response rates obtained from each of the types of libraries and agencies participating in the survey are as follows:

| Type of Library or Agency | Sample Size | No. Responding | Response Rate |
|---|---|---|---|
| Public Libraries | 160 | 121 | 76% |
| Public School Libraries | 400 | 278 | 70% |
| Community College Libraries | 90 | 65 | 72% |
| State Institutional Libraries | 100 | 80 | 80% |
| Non-profit Agencies Cooperating with Libraries in Literacy Education | 100 | 40 | 40% |
| State Library Agencies | 50 | 43 | 86% |
| Total | 900 | 627 | 70% |

The low response rate obtained from non-profit agencies cooperating with libraries in literacy education was due to the poor quality of the list compiled through the State Library Agencies. While the list included agencies which provide literacy education services, only a small number of these agencies cooperated with libraries in literacy education. Questionnaires completed by agencies not cooperating with libraries had to be discarded from the analysis.

The completed questionnaires were coded, put on computer, cleaned and analyzed.

## 3. Case Studies of Libraries with Exemplary Literacy Education Programs

### A. Library Selection

Seven libraries with exemplary literacy education programs were selected for participation in the case studies. A four-tier selection process was used. First, criteria for the identification and selection of libraries with exemplary literacy education programs were developed. Included in these criteria were:

- age of library's literacy education program
- years of program continuation after termination of Federal funding
- whether program has written objectives
- whether program is overseen by an Advisory Board
- geographic location: region and urban-rural character
- whether program participates in cooperative activities
- populations served by the literacy education program
- use of educational technology in program
- type of library having the program

In the second tier, 20 libraries with exemplary literacy education programs were identified through consultants and reports. Each of these 20 candidate libraries were contacted in the third tier of the process and asked to provide information on each of the above criteria. Finally, on the basis of this information, seven libraries with exemplary literacy education programs were selected.

Of the seven libraries selected, three are public libraries, one is a public school library, one is a community college library, one is a state institutional library, and one is a non-profit agency cooperating with a library in literacy education. The seven libraries selected and the rationale for their selection are presented in the following matrix.

### B. Instrument Development

Four interview guides were developed for the purpose of case study data collection. The four instruments include the:

- Library/Resource Center Interview Schedule
- Cooperative Agency Interview Schedule
- Non-Library Literacy Tutor Interview Schedule
- Client/Student Interview Schedule

| Site | Rationale for Selection | Public Library | Public School Library | Community College Library | State Institutional Library | State Library Agency | Non-profit Agency | East | South | Southwest | West- |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Montgomery County Community College (Maryland) | Only community college with an operating literacy program identified by consultants. | | | X | | | | X | | | |
| 2. East Los Angeles County Library (California) | Library has linkage with the Federal Right to Read program, has multiple sites, ESL client focus. Coordinates with community groups. | X | | | | | | | | | X |
| 3. Nicholson Memorial Library (Texas) | Extensive use of educational technology, full time tutor/librarian on duty, serves broad range of clients. | X | | | | | | | | X | |
| 4. Philadelphia Free Library (Pennsylvania) | Represents an old, well established public library; long history of involvement in literacy; program is comprised of development of demonstration collection, publication of bibliographies; and cooperative program coordination. | X | | | | | | X | | | |
| 5. Rehabilitative School Authority (Virginia) | Provides all educational and media services for the state's correctional institutions; cooperative effort with the State Library Agency. | | | | X | X | | | X | | |
| 6. Northern Pueblo Agency Learning Resource Center (New Mexico) | Example of non-profit agency in rural setting Agency funded by BIA. | | | | | | X | | | X | |
| 7. Glen Ridge Junior High School (Maryland) | Program has been in existence for 22 years, suburban setting, emphasis on educational technology. Opportunity to obtain longitudinal data on program change. | | X | | | | | X | | | |

The Library/Resource Center Interview Schedule constituted the major data collection instrument and included 17 sections concerning demographic information, general library characteristics, overview of literacy education program, literacy information and referral services, publicity of literacy education activities, provision of space and facilities for literacy education, provision of outreach and extension services, provision of literacy reference services, literacy education materials and equipment, training of staff and tutors in literacy education, literacy tutoring, cooperation with other agencies, relations with the State Library Agency, literacy program evaluation, changes in the literacy education program, and program weakness and strengths.

The Cooperative Agency Interview Schedule inquired into the characteristics of the cooperating agency and the nature of its cooperation with the library. The Literacy Tutor Interview Schedule sought information on the background of the tutor, the literacy functions carried out, the instructional methods used, and the characteristics of the people served. The Client/Student Interview Schedule dealt with client background, services provided to the client and client satisfaction with the program.

### C. The Conduct of Case Studies

The seven case studies were conducted by three CRC Education and Human Development, Inc. project staff during February and March of 1980. Selected libraries were visited by two interviewers for a two-day period. Each of the libraries was contacted approximately two weeks prior to the site visit to explain the purpose of the site visit, to identify the library staff and other persons to be interviewed, to delineate the issues to be discussed and to schedule interviews. All site visit arrangements were finalized one week before the visit.

Profiles of libraries with exemplary literacy education programs were prepared subsequent to the site visit. The draft profiles were sent to each of the selected libraries for review and revised on the basis of the comments received from the libraries.

The seven case study profiles are included in Appendix D in this report.

## 4. Limitations of the Study Data

The limitations of the data collected lie in the exploratory nature of this study. The data collected in the survey exhibit two limitations: (1) some of the study issues have been narrowly addressed, and (2) the size of the samples of libraries active in literacy education is small for some of the library types. Each of these limitations is addressed below.

This study represents a first initiative in the systematic examination of the extent and nature of the involvement of different types of libraries in literacy education. To explore the state-of-the-art of libraries in literacy, a series of pertinent issues were identified. These issues defined the scope (breath) of this study. While these issues were investigated before, most of the research focused on public libraries and was qualitative and anecdotal in nature. To define the depth of the study, information needed for the analysis of each issue and the interrelationship among issues was specified. The information needed for addressing these study issues was subsequently transformed into survey questionnaires. The considerable number of major study issues and the information needed to explore each resulted in a high response burden, which according to the Federal Education Data Acquisition Committee (FEDAC), had to be minimized. In order to minimize response burden for surveyed libraries, the major study issues were retained, but the information needed to address some of these issues was reduced. Generally, less information, was requested on issues evaluated as secondary in importance for this study, issues on which more data are available through previous research or issues which pose a particular burden on respondents. Thus data collected on issues dealing with the relationship between libraries and Federal and State agencies, literacy education materials and equipment, funding, and difficulties experienced by libraries in the provision of literacy education services are more limited than originally designed.

The design of the survey samples was affected by the lack of statistics or previous research on the extent to which libraries, overall and by type, are involved in literacy education, by the unavailability of lists stratifying libraries by involvement and non-involvement in this area of service, and by the need to include several types of libraries and agencies in the survey while adhering to an overall sample size possible within project resources. Since the samples of libraries could not be stratified by involvement in literacy education, no control over the size of the subsamples of libraries involved in literacy education could be exerted during the conduct of the study. The subsamples of public school libraries and community college libraries involved in literacy education are subsequently small. Analyses appropriate for these sample sizes have thus been utilized.

# CHAPTER II: PUBLIC LIBRARIES IN LITERACY EDUCATION

## 1. Introduction

Despite the historic relationship between education and libraries which had been evident for more than three centuries in the United States with the establishment of the nation's first libraries in academic institutions, and the century old recognition of the library's role in assisting self-learners, literacy does not appear in library literature during the 1833-1964 period, although library education services for adults and their educational development are mentioned. Library involvement in literacy education during the first half of the 20th century continued to be of low priority both with regard to the large immigration waves as well as to native populations with limited or no literacy skills. With the War on Poverty in the 1960s and the availability of Federal funds through the Library Services and Construction Act, public libraries began to assume a more active role in literacy education. Still, Eleanor Touhey Smith (1980) remarks in her article "Advocates for Literacy? The Library Situation"[2] "...there did not seem much thought of the library becoming an aggressive agency and making a direct attack on the community problem of illiteracy," until the early 1970s,[3] with the increased recognition of the magnitude of the illiteracy problem in the United States. At that time public libraries began to adopt a more dynamic role in literacy education through the development of tutorial programs and coordination with other literacy education agencies in the community.

The suitability of the public library as a logical and legitimate focus for literacy education efforts directed toward the constituency it serves is self-evident. Programs of literacy education have been established in libraries as diverse as the Denver Public Library, the Forsyth County (North Carolina) Library, and the Brooklyn Public Library. While these programs may differ with respect to their priorities of service, specific target groups, methods of administration, and degree of cooperation with other agencies and groups in their communities engaged in literacy training, they also exhibit similarities. These programs are united by clear articulation of goals and objectives, perceptive awareness of the range of resources available to them in the community, and depth of understanding of the needs of that part of their constituency for whom such literacy efforts are developed and carried out.

While the public library would seem a logical agency for literacy education activities, certain factors tend to detract from its employment in such efforts in as broadly-based a manner as might be assumed. The first of these factors is visibility. In far too many instances, the public library has maintained too low a profile in its communities, and as a result is often perceived as a passive provider of materials rather than as a dynamically interactive force for the dissemination and utilization of information. As a result of this rather low level of visibility, the public library may not be the subject of constituency pressures to undertake an active role in literacy efforts, and hence may assume the need for literacy services does not exist.

While an effective, ongoing program of community needs analysis would overcome this problem, even now all too few public libraries undertake to attain such an understanding of their communities.

Another factor that might be expected to militate against the effective provision of literacy programs through the public library is that of integration of the literacy program into the ongoing activities of the library in such a way as to effectively internalize literacy education as a central part of the library's activities. What Lipsman (1972)[4] observed with respect to library programs for the disadvantaged was similarly noted by Childers (1975)[5] in his assessment of the effectiveness of the Neighborhood Information Center Project: vis., that unless programs are effectively integrated into the overall activities and priorities of the library, their potential for success is limited.

Staffing patterns and staff expertise present yet another potentially limiting factor that may detract from the overall effectiveness of public library involvement in literacy efforts. While the number of formal courses designed to develop competence in public librarians for the successful conduct of literacy efforts has increased, and while there has been a corresponding increase in the number of workshops, institutes and conferences devoted to developing such expertise, such efforts remain scattered and suffer from a lack of coordination on the national level. This might be expected to create problems particularly in smaller towns and geographically remote or isolated areas where need for literacy training efforts by public libraries may be great, but where staffing and resources are weak.

How, then, can the extent and nature of library involvement be characterized? The determination of the extent to which public libraries are active in literacy education and their role, on the basis of research and existing data, is difficult. While the majority of the literature on "libraries in literacy" relates to public libraries, it is limited both in scope, and, generalizability. Generally, available literature tends to be outdated, anecdotal, qualitative, describing a single program or programs in a geographic area characterized by unique literacy problems, and dissimilar in focus. For example, no comprehensive listing of literacy programs in libraries exists. Thus, it was not possible to determine the magnitude of library involvement in literacy education at the national level. There are, however, several partial lists and descriptions of program activities in libraries which have been produced during the past decade, most of which focus on public libraries. The most recent is the American Library Association's (ALA) Directory of Literacy and Adult Learning Programs (1968) that provides descriptive profiles of 71 programs which operate in public libraries. A second source of information on program activity is the Directory of Libraries, Information Centers and Projects in the Field of Literacy (International Institute for Adult Literacy Methods, 1972).

Although this is a more comprehensive listing and covers programs that operate outside of libraries as well as those in libraries, it is somewhat dated and may not reflect changes in the level and nature of libraries' involvement in literacy education over the past decade. Additional listings of selected programs are also available in the ALA Yearbooks for 1977-1979 (Lyman).[6] These, however, were not intended to be comprehensive and, in some cases, overlap with other listings.

Similarly, the literature on the role of the public library in literacy education is also anecdotal. While a wide range of libraries' styles of involvement are possible, as indicated by Lyman (1977),[7] types of activities most commonly undertaken have not yet been documented. The general notion among leaders in the field of libraries in literacy is that "...the library war on illiteracy is really only in a skirmish stage," and that "one of the significant roles of the public library, as an educational institution, is service to the functionally illiterate... the public literacy has the obligation to provide programs, materials, and services designed to assist these individuals to attain their desired educational goals."[8] The extent to which public libraries have responded to this challenge was systematically addressed in the survey.

## 2. Public Library Characteristics

The public library sample includes 121 libraries. The respondent public libraries ranged greatly in age from two years to 100 years. Libraries also varied in their location. Over two-fifths of the libraries (n=50; 41%) are located in urban areas, over one-third (n=45; 37%) are located in rural areas, and one-fifth (n=24; 20%) reported suburban locations. Similarly, public libraries were widely distributed in terms of the size of the communities in which they are located. In general, the surveyed libraries tended more often to be located in smaller communities, as shown in the following table.

| Community Size (Population) | No. of Libraries (N = 121) | Percent of Libraries (% = 100) |
|---|---|---|
| Fewer than 10,000 people | 26 | 21 |
| 10,000 to 24,999 | 23 | 19 |
| 25,000 to 49,000 | 18 | 15 |
| 50,000 to 99,999 | 21 | 17 |
| 100,000 to 249,000 | 21 | 17 |
| 250,000 or more | 10 | 8 |
| No Answer | 2 | 2 |

While libraries classified their area of service as economically homogeneous--middle class (n=75; 62%) or lower middle class (n=36; 30%)--they perceived the demographic composition of their area of service as heterogeneous. Caucasian populations are present in 83 percent (n=101) of the libraries' area of service. Black populations reside in 67 percent (n=81) of the surveyed service areas. Hispanic families are present in over one-half (n=65; 54%) of the service areas. Asian Americans (n=56; 46%) and Native Americans (n=35; 29%) also reside in a substantial number of the surveyed areas of service. Nearly three-fifths of the public libraries (n=69; 57%) have bilingual populations for whom English is a second language.

Three-quarters of the surveyed public libraries are affiliated with a library system. Over one-quarter of the libraries (n=35; 29%) are part of a cooperative library system, one quarter (n=30; 25%) constitute part of a federated library system, and over one-fifth (n=26; 21%) are affiliated with a consolidated library system. For purposes of this study, a cooperative library system is defined as a system of libraries cooperating with regard to certain services but maintaining complete autonomy for the execution of the remaining services. A federated library system was defined as a system where all participating libraries have a federated Board in addition to their own Boards, and consolidated libraries are composed of a main library, its member units, and a single Governing Board.

Three measures were used to determine library size: whether libraries have branch libraries, the number of volumes that the surveyed libraries have, and the libraries' number of staff. Nearly two-fifths of the libraries (n=47; 39%) have branch libraries. The number of branch libraries varied greatly from a single branch to 86 branches, with six as the median number of branches. Libraries also varied in terms of the number of volumes they have. The number of volumes that the respondent libraries possessed ranged from 1,250 to 4,120,000. The number of volumes that the branch libraries own ranged from 1,000 to 450,000. The median number of volumes owned by libraries is 67,500; the median number of volumes owned by branch libraries is 22,500.

On the average, public libraries have 12 full-time equivalent (FTE) staff, although the number of FTE staff reported by libraries ranged from one staff member to 1,398 employees. Among all categories of library staff, public libraries most often have librarians, library technicians and paraprofessional staff, and other professional employees. Furthermore, more libraries employ staff of these categories on a full-time basis rather than on a part-time basis. Volunteers are utilized only by one-third of the libraries, mostly on a part-time basis, as demonstrated below.

| | Library Full-Time Staff | | | | Library Part-Time Staff | | | |
|---|---|---|---|---|---|---|---|---|
| | Range of Staff | Median No. of Staff | No. of Libraries (N = 121) | Percent of Libraries | Range of Staff | Median No. of Staff | No. of Libraries (N = 121) | Percent of Libraries |
| Librarians | 1-291 | 4 | 96 | 79 | 1-32 | 1 | 44 | 36 |
| Audio-visual media specialists | 1-4 | 1 | 28 | 23 | 1-3 | 1 | 5 | 4 |
| Other professional staff | 1-48 | 2 | 48 | 40 | 1-11 | 1 | 13 | 11 |
| Library technicans & paraprofessional staff | 1-856 | 9 | 83 | 69 | 1-405 | 6 | 71 | 59 |
| Volunteers | 1-10 | 2 | 12 | 10 | 1-227 | 3 | 41 | 34 |
| Other staff* | 1-80 | 3.5 | 22 | 18 | 1-68 | 2 | 15 | 12 |
| Total FTE | 1-1,398 | 12 | 103 | 85 | | | | |

*The category "other staff" includes CETA (n=14), maintenance workers (n=6) and studends.

A Masters in Library Science (MLS) is a standard requirement made by libraries for professional librarians. Eighty-nine of the surveyed public libraries (74%) require that their librarians have a MLS, 15 libraries (12%) require both an MLS and an area of specialization, and 14 libraries (12%) require that librarians not having an MLS take courses toward it. In addition to the degree in Library Sciences, a significant number of the surveyed libraries have staff with special training and experience in the areas of audio-visual materials (n=84; 69%), Information and Referral (n=71; 59%), adult education (n=57; 47%), reading (n=54; 45%), and teaching English as a second language (n=23; 19%). To promote the expertise of their staff, a majority of the libraries (n=96; 79%) provide in-service training.

In addition to print materials, the majority of the surveyed libraries have a range of audio-visual materials and equipment. Most of the public libraries surveyed have the more traditional audio-visual materials and equipment such as records, films, sound cassettes, microforms and the appropriate equipment. The range of these non-print materials and equipment is presented in the tables below.

Non-Print Materials and Equipment

| Type of Non-Print Materials | No. of Libraries (N = 121) | Percent of Libraries | Type of Equipment | No. of Libraries (N = 121) | Percent of Libraries |
|---|---|---|---|---|---|
| Records | 112 | 93 | Projectors | 107 | 88 |
| Films, filmstrips, slides | 98 | 81 | Record players | 98 | 81 |
| Sound cassettes | 95 | 79 | Tape recorders | 94 | 78 |
| Art prints | 75 | 62 | Microform readers | 83 | 69 |
| Microform | 83 | 69 | Reader printers | 69 | 57 |
| Talking books | 49 | 40 | Viewers | 66 | 55 |
| Videotape cassettes | 45 | 37 | Videotape recorders | 41 | 34 |
| Kits | 40 | 37 | Computer terminals | 30 | 20 |
| Computer managed instruction packages | 7 | 6 | | | |
| Educational games and toys | 6 | 6 | | | |

Libraries' funding has increased in the last five years for 45 percent of the surveyed public libraries, while it remained unchanged for 21 percent of the libraries, and decreased for 26 percent of the libraries. Eight percent of the libraries did not provide information on changes in budget. Of the funding sources available to libraries--i.e., Federal, state and local--most of the public libraries rely on local funding. Eighty-three percent of the libraries reported that they get local funds, 64 percent receive state funds and 36 percent have funding from donations, gifts, endownments and grants from private foundations. Federal funds constitute the least common source of funding: only 33 percent of the libraries indicated that they have such funds.

Libraries' annual budgets were reported by 87 percent of the libraries. Annual budgets ranged from $1,900 to $50,152,584, with $175,000 as the median budget. Local funds were not only the major funding source of public libraries but also provided a significantly larger amount of funds to libraries than either Federal or state sources, as shown in the following table.

| Funding Source | Range of Funds | Median Amount of Funds | No. of Libraries (N = 121) | Percent of Libraries |
|---|---|---|---|---|
| Federal funds | $1,218-$6,162,413 | $ 44,500 | 40 | 33 |
| State funds | $114-$10,288,200 | $ 23,000 | 78 | 64 |
| Local funds | $1,000-$34,994,373 | $182,000 | 101 | 83 |
| Other sources | $46-$1,748,245 | $ 20,000 | 43 | 36 |

Five expenditure categories were identified including: salaries, acquisitions, processing and organization, publicity and other. Eighty-seven percent of the libraries provided expenditure data. The largest expenditures reported by libraries are salaries, followed by "other" expenditures, and by acquisitions, as presented below.

| Expenditure Categories | Range of Funds | Median Amount of Funds | No. of Libraries (N = 121) | Percent of Libraries |
|---|---|---|---|---|
| Salaries | $1,200-$22,844,274 | $100,000 | 105 | 87 |
| Acquisitions | $300-$4,837,592 | $ 34,990 | 102 | 84 |
| Processing and organization | $100-$2,042,729 | $ 7,500 | 56 | 46 |
| Publicity | $100-$157,065 | $ 2,000 | 44 | 36 |
| Other | $393-$7,748,940 | $ 40,069 | 59 | 49 |

## 3. Comparison of Characteristics of Public Libraries Involved in Literacy Education and Public Libraries Not Involved in Literacy Education

Perceptions regarding the role of the library as an educational institution, and interest and support on the part of the library's Board and Director for public library's involvement in literacy education were expressed by most of the surveyed libraries. Fewer than 10 percent of the libraries reported negative attitudes on these issues. Strong interest and support was recorded by 35 percent of libraries' Boards of Trustees, 58 percent of the libraries' Directors, and 86 percent of the responding librarians. This level of interest and support is subsequently reflected in the fact that over one-half of the public libraries surveyed are currently involved in literacy education. Furthermore, when the relationship between the degree of interest and support on part of the library Board and Director in library involvement in literacy education and the library's actual involvement was explored, three patterns were detected. Libraries whose Board of Trustees and Director were neither interested in nor in support of involvement in literacy education did not provide literacy education services. Libraries whose Board and Director were mildly interested and supportive of this idea were less likely to have literacy education programs than libraries which reported strong interest and support of library involvement in providing literacy education services ($x^2 = 18.06$, $p < .0001$, $n = 113$ for Board of Trustees; $x^2 = 22.84$, $p < .0000$, $n = 118$ for library Directors). The attitudes of library Directors regarding this issue had slightly more impact on the actual involvement of libraries than the attitudes exhibited by the Board of Trustees.

Public libraries involved in literacy education were compared to public libraries which do not provide literacy education services along the variables used to describe library characteristics in the previous section. Of these variables, only three variables did not significantly distinguish between libraries involved in literacy education and libraries not involved in literacy education: library's age, affiliation with a library system, and perceptions of the public library's role as an educational institution. The remaining variables--library location characteristics, methods of determination of service needs, provision of in-service training, library size characteristics, variety of non-print materials and equipment, budget size, and funding sources--were all significantly related to involvement in literacy education.

Public libraries in urban and suburban areas are more likely to be involved in literacy education than public libraries in rural locations ($x^2 = 15.63$, $p<.0004$, n=119). Similarly, public libraries located in larger communities ($x^2 = 32.43$; $p<.00001$, n=120), as well as in demographically heterogeneous areas of service ($x^2 = 32.73$; $p<.0001$, n=121) are more likely to provide literacy education services than libraries in smaller and more homogeneous communities.

Library size as determined by the existence of branches, number of volumes, number of staff, and budget all indicate that larger public libraries are more likely to have literacy education programs than smaller libraries. Specifically, public libraries that have library branches ($x^2 = 11.53$, $p<.0007$, n=117) and libraries that have a large collection of print materials (F=9.62, $p<.0025$, n=110) more frequently provide literacy education services than public libraries with smaller numbers of volumes. Similarly, public libraries with a larger number of librarians (F=2.91, $p<.09$, n=96) and, more important, a larger number of full-time equivalent staff (F=4.07, $p<.04$, n=103) are more likely to be involved in literacy education than libraries with a smaller number of staff. Furthermore, public libraries that have larger annual budgets (T=2.49, $p<.016$, n=105) as well as larger amounts of funds from Federal (T=1.98, $p<.058$, n= 40), State (T=1.98, $p<.054$, n=78), and local (T=2.33, $p<.024$, n=101) sources are more likely to provide literacy education activities. Moreover public libraries that are involved in literacy education are more likely to have Federal funds ($x^2 = 9.04$, $p<.0026$, n=121). Indeed, Federal funds provide a major source of start-up and continuation funds to such programs, and libraries that are active in literacy education are more likely to use this funding source than libraries which are not active in this area. Public libraries with literacy education services are also likely to differ from libraries without literacy education in the distribution of expenditures. Public libraries with literacy education spend significantly more money on salaries (T=2.70, $p<.009$, n=105) and on acquisitions (T=2.34, $p<.022$, n=102).

To adjust budget data to the size of the library, a scaled variable representing number of dollars per volume was created. This scaled variable permits the separation of the effects of size from those of available funding. The correlation between library's budget and number of volumes is strong (R=.93). Public libraries with a large per volume dollar figure are more likely to provide literacy education services (T=3.21, $p<.002$, n=97).

The pattern of larger resources available to public libraries involved in literacy education demonstrated thus far does not hold when the relationship between budgetary increases or decreases over time and involvement in literacy education is explored. Public libraries which have had in the last five years increases in their budget or whose budget did not change are less likely to be involved in literacy education than public libraries which have experienced decreases in budget ($x^2 = 8.02$, $p < .02$). Two hypotheses can be forwarded to explain this relationship. Libraries with more funds are more likely to provide literacy education services. Public libraries with higher funding levels are also more likely to have experienced a decrease in their budgets. The relationship between funding levels and changes in budget size was tested by comparing the budgets of libraries which have budget increases, those whose budget remained the same, and libraries with decreased budgets. Although public libraries whose budget decreased had larger budgets than the other groups of libraries, the differences in budget size were not statistically significant. The second hypothesis contends that the larger and better funded libraries which are involved in literacy education are located in urban areas. These libraries have experienced over the last decade a decrease in usage. While these decreases may be reflected in lower budgets they may also serve as an impetus to expand the user population and thus provide new services needed by the new users. This hypothsis is further supported by the finding that public libraries that use multiple methods to determine user needs-through community assessment and expressed needs--are more likely to have literacy education services ($x^2 = 10.30$, $p < .006$, $n=106$).

While greater population size heterogeneity and the availability of more staff, funds and volumes distinguish public libraries involved in literacy education from those not involved in providing such services, so do the range of non-print materials and equipment and the provision of in-service training. Public Libraries that have a larger range of non-print materials ($x^2 = 28.42$, $p < .0008$, $n=121$) and equipment ($x^2 = 41.65$, $p < .00004$, $n=121$) tend more often to be active in literacy education. Such libraries tended to have six to seven different types of audio-visual materials. Congruent with this finding is the extensive use made of non-print materials in literacy education. Similarly, libraries involved in literacy education were significantly more likely to provide in-service training to their staff than libraries which are not involved ($x^2 = 7.47$, $p < .006$, $n=119$). The availability of in-service training is an effective mechanism that libraries can use in deploying their staff resources in areas of needed services, not provided previously.

## 4. Incentives and Barriers to Public Libraries Involvement in Literacy Education

Reasons for libraries involvement in literacy education have been examined in the literature only in a peripheral manner and with greater focus on the barriers to involvement. As an incentive, Lyman indicates, that involvement in literacy education may provide librarians with greater professional satisfaction through the extension of services to larger populations. In comparison to the incentive of professional satisfaction, the barriers identified by previous research encompass not only attitudinal resistance and lack of support of Boards of Directors, but also the need to introduce a "new system" which has major training, organizational, and fiscal implications. Eyster (1973)[9] and Forinash (1978)[10] both emphasize that librarians do not perceive the area of literacy education within the scope of services they provide. Librarians are not trained to deal with problems of literacy, and may not recognize the need in the community for literacy education since persons with limited literacy skills do not frequent libraries. This perception is further strengthened due to the lack of coordination between public libraries and schools in accepting responsibility for literacy education. In addition to this "turf" issue, the lack of funds for library planning and implementation of a literacy program is also presented as a major barrier.

Of the 121 respondent public libraries, 64 (53%) are actively involved in literacy education, 13 libraries (11%) were previously involved, and 44 libraries (36%) never provided literacy education services. In responding to questions regarding the major reason for library involvement or lack of involvement in literacy education the following data were obtained.

The incentives, barriers and limitations to the involvement of public libraries in literacy education can be classified into three areas: demand or need for literacy education, service funding, and personnel resources. These three factors are reported in the above order as motivations for involvement, reasons for never being involved, and potential bases for becoming involved or resuming such involvement.

The most common reason for public library participation in literacy education is library awareness of the need for such services (n=25; 39%). Library awareness of community needs may stem from requests made by community groups, agencies or organizations for library involvement or from the library's self determination of community need. The availability of funds for the provision of literacy education services, regardless of funding source (n=12; 19%) and the library's desire to increase its visibility and role in the community (n=12; 19%) were also considered major incentives. Interest, experience, and support of the library's Board (n=2; 3%) or library's staff (n=4; 7%) in library involvement in literacy education were the least frequently mentioned incentives.

Continued library participation in literacy education, research has shown, is generally limited by unavailability or insufficiency of funds. Lack of funds as a major barrier to library's continued involvement in literacy education was also the main reason cited by seven of the 13 libraries for ceasing their involvement in literacy education. Other reasons reported by one or two of the libraries which were previously involved in providing literacy services were unavailability of staff and lack of community support or demand for these services. Libraries which ceased their involvement did not differ, however, from libraries with current involvement on any other variable.

Lack of demand for library involvement in literacy education (n=15; 35%) due to the availability of literacy education services from other providers in the community (n=11; 25%), absence of need (n=2; 5%), or library unawareness of need (n=2; 5%) constitutes the most common reason for library uninvolvement. Also reported as barriers to library participation were lack of funds (n=6; 14%), unavailability of staff (n=5; 11%) and staff inexperience in the area of literacy education (n=1; 2%).

While incentives and barriers to library involvement in literacy education identified by previous research were reported by libraries which participated in this survey, library's awareness of the presence or absence of the community's need for literacy education constitutes the fundamental factor which facilitates, inhibits or ceases library's involvement in literacy education. This factor along with the availability of funding are most frequently mentioned (14; 24% and 12; 22% respectively) as motivations for public libraries which were previously involved or never involved to resume their involvement or become involved in literacy education. The availability of personnel resources (n=11; 22%) such as literacy volunteer tutors, tutor trainers and literacy materials development specialists (n=7; 13%), library staff experienced in literacy (n=3; 6%) or library staff interested in literacy education (n=1; 2%) are the third major incentive that public libraries will consider in becoming involved in literacy education.

## 5. Public Libraries' Involvement in Literacy Education

Libraries styles of involvement in literacy education vary greatly. Lyman (1972)[12] views these styles of involvement as arrayed on a continuum including a passive position, a center position, and an initiatory position. In a passive position the library provides indirect support for ongoing literacy efforts directed toward its constituency by outside groups. In a center position on this continuum, the library actively cooperates with those agencies, organizations, and institutions that are providing literacy training to members of the library's community. This level of involvement assumes that the library undertakes a collaborative stance vis-a-vis such literacy training provides through the provision of facilities, resources, and fiscal and personnel support. In the most active locus on the continuum, library involvement in literacy efforts and programs is initiatory as well as collaborative. Programs of this nature would involve: (1) effective assessment of the community's need for such literacy programs, (2) identification of community resources (both physical and human) upon which the library might draw as it undertakes its literacy efforts, (3) provision of trained staff able to coordinate and, if necessary, conduct literacy training, (4) development of suitable materials for use in literacy efforts, (5) collaboration with other agencies and groups in the community whose efforts are focused on literacy training, (6) coordination of or cooperation with the total literacy effort of the community, and (7) the development of means and approaches for evaluating the effectiveness of the library's literacy effort.

On this continuum of services, five activities were identified in the literature as the most common forms of public libraries involvement in literacy education. These activities include:

- Liaison between persons in need of literacy education and independent literacy programs. The most common form of involvement consists of the provision of Information and Referral services which require that the library staff be cognizant of the outside or extention services that exist within the community.

In this type of involvement librarians may simply provide reactive referral services to any individual or group which comes to the library seeking literacy information. In other cases they may serve as brokers between clients and programs, conducting individual or group needs assessments (Armour, 1975; Childers, 1975; Gotsick, 1973; Gray, 1977; Landy, 1974; Lyman, 1973).[13]

- Acquisition and storage of materials. Acquisition and storage of materials is often carried out in conjunction with one or more other types of services or as part of a cooperative effort. This may be combined with information and Referral services and with libraries acting as brokers for materials and tutorial groups such as LVA or Right to Read (Armour, 1975; Childers, 1975; Glover, 1976; Gray, 1977; Korkmas, 1973; Landy, 1973; Forniash, 1978.)[14]

- Production of training kits, newsletters, or annotated bibliographies. Libraries which provide tutoral staff may also disseminate annotated bibliographies of materials found to be useful to other programs. Producing newsletters containing information on the kinds of literacy programs offered by the library has also been undertaken. And, in one instance, a library has produced a complete learner's kit containing materials and instruction for individuals or groups who wish to engage in literacy education (Devereux, 1975; Glover, 1976.)[15]

- Provision of staff or space for tutoring. Providing staff or space for tutoring is a type of involvement which can be carried out independently of any other involvement. In many cases, library staff members are trained by an outside agency. Provision of space may be relatively simple, such as allowing tutors and clients to use a library room several days a week. It can, however, represent a major commitment of libraries which have set aside permanent, full time space and staff for literacy activities. (Glover, 1976; Korkmas, 1973; Fillion, 1977.)[16]

- Publicizing programs both within and outside of the library. Libraries may act as a publicity agent for literacy programs available in and outside of the library, as another type of library involvement. This may take the form of notices posted in the library advertising the existence of literacy programs or it may extend into the community in the form of lectures by librarians at community activities, posters, or radio announcements (Armour, 1975.)[17]

Fourteen literacy education services were identified in the study. Similarly to the Lyman[18] continuum, these services can be classified into four categories, each category representing a different level of library involvement. The four categories, listed in order of increasing library commitment to literacy education, are:

- provision of library space, facilities and materials,
- the undertaking, on the part of the library, of in-house literacy related functions such as the identification, acquisition and maintenance of literacy related materials, publicizing the literacy services, and providing information on them,
- the undertaking, on the part of the library, of literacy related services for other community groups and agencies involved in literacy education such as publicizing of, providing Information and Referral services on, and identifying materials for these agencies and groups,
- the provision of training and tutorial services in literacy education (in-house or to other groups and agencies).

As demonstrated in the following table, libraries involved in literacy education provide, in most instances, several types of services. The literacy education services most often provided by public libraries constitute a mix of level of involvement and include activities represented by the first three categories identified above. Literacy education activities which represent the highest level of library involvement are least common. Such training and tutorial activities are conducted by one-third or fewer of the surveyed libraries, except for the one-on-one private tutorial sessions which are given by 64 percent (n=49) of the libraries. Moreover, considerable effort is expended by libraries to broaden the literacy education base of the community by providing direct services, by strengthening and publicizing literacy education services provided by other community agencies and groups, and by acting in the capacity of a resource center and a backup center.

| Literacy Education Functions Performed by Public Libraries: | No. of Libraries (N = 77) | Percent of Libraries |
|---|---|---|
| Provision of space for literacy education classes | 57 | 74 |
| Provision of materials and equipment for literacy education classes | 54 | 70 |
| Provision of space for training literacy education tutors or volunteers | 49 | 64 |
| Provision of materials and equipment for training literacy education tutors or volunteers | 37 | 48 |
| Identification, acquisition and maintenance of materials for new readers or low level readers for use in the library | 62 | 81 |

| | No. of Libraries (N = 77) | Percent of Libraries |
|---|---|---|
| Identification, acquisition and maintenance of literacy materials for interlibrary loans | 30 | 39 |
| Publicizing literacy education activities conducted by the library or by other groups, agencies or institutions in the community | 58 | 75 |
| Provision of Information and Referral (I&R) services on and to available literacy education programs | 49 | 64 |
| Identification and assistance in maintenance of materials for new readers or low level readers for use in a literacy education program undertaken by a community group, agency or institution | 29 | 38 |
| Provision of one-on-one private tutorial sessions | 49 | 64 |
| Provision of outreach services to populations with literacy education needs | 28 | 36 |
| Training library staff in literacy education activities | 28 | 36 |
| Provision of outreach services to community agencies or institutions involved in literacy education | 24 | 31 |
| Training individuals or staff from other agencies, institutions or community groups in the provision of literacy services | 21 | 27 |

## A. Populations Served

Library awareness of need for literacy education constitutes the major factor explaining the involvement of public libraries in literacy education. The identification of the need for literacy education and the determination of the services appropriate for addressing this need are therefore of most importance. Generally, libraries involved in literacy education employ multiple methods for determining needs. Of these, the informal and non-systematic methods are used more frequently. Most of the public libraries (n=55; 71%) identify need through communications with other providers of literacy education in the community and through indication of need by community groups (n=44; 57%). The conduct of needs assessments (n=26; 34%) and walking around in the community (n=11; 14%) are less frequently utilized.

Most libraries (n=53; 69%) target their literacy education activities toward adult populations. These populations represent a variety of educational levels and ethnic backgrounds. Over two-fifths of the public libraries (n=32; 42%) serve adults with eight or fewer years of education. Populations with some high school education (n=9) and persons of different educational levels (n=8) are each served by 10 to 12 percent of the libraries. As indicated by these statistics, most libraries involved in literacy education target their services toward a population with a specific educational level.

While the educational level of recipients of literacy education services provided by a public library is similar, libraries provide these services to a multitude of ethnic and bilingual groups. Most often libraries provide literacy education services to Caucasian (n=62; 81%), Black (n=50; 65%), Hispanic (n=41; 53%), and Asian American (n=40; 52%) individuals. Bilingual populations served, in addition to Hispanic and Asian American persons, also include in few cases European (n=8; 10%) and Middle Eastern (n=3; 1%) groups. A smaller proportion of libraries also serve Native Americans (n=11; 14%), migrants (n=11; 14%) and the geographically isolated (n=1).

Handicapped populations are least frequently served by public libraries' literacy education programs. Only one to four public libraries reported that they serve persons with handicapping conditions. Of the handicapped groups served, libraries mentioned the hearing-impaired, mentally retarded, visually-impaired, learning disabled, physically handicapped, emotionally disturbed, and developmentally disabled.

In spite of the variance in the types of populations served and the literacy education services that are provided by public libraries, over two-fifths (n=33; 43%) of the public libraries that provide such services are aware of populations in their community who need literacy education services but who are, as yet, unserved.

## B. Library Staff Involved in Literacy Education

The educational requirements for librarians involved in literacy education were, to a certain extent, lower than the requirements for librarians in general. While nearly all of the surveyed libraries required that their librarians have a Masters of Library Science or work towards it, such requirements are reported by 51 percent (n=39) of the libraries for librarians involved in literacy education. Twenty-seven of the libraries with literacy education services (35%) require an MLS, 11 libraries (14%) require both an MLS and a literacy related area of specialization, and one library required that librarians without an MLS work toward it. The remaining libraries required a Bachelors in Library Science (n=4), a degree in education (n=7) or a combination of an academic degree and educational experience (n=14).

In addition to these academic and library science degrees, librarians involved in literacy education have literacy related specialties. Staff in about one-half of the libraries involved in literacy education had training and experience in audio-visual materials (n=37; 48%), reading (n=35; 45%), Information and Referral (n=33; 43%), and adult education (n=33; 43%). The specialty of teaching English as a second language (ESL) was reported by 24 of the libraries (31%).

Professional requirements for technicians and paraprofessional staff involved in literacy education were also varied, although most of the libraries required these staff to have on-the-job training. One-fifth of the libraries (n=15) wanted their technicians and paraprofessional staff to have academic degrees but not necessilary in library sciences, previous experience in library work (n=9; 12%), previous experience in literacy education (n=7; 9%), or an academic degree in literacy education (n=5; 6%).

Literacy education does not constitute a typical area of training for librarians, and is not perceived by them, research demonstrates (Eyster, 1973)[19], to be within the scope of services which librarians are to provide. The need for defining the educational identity of the library, for sensitizing library staff to community literacy needs (Cazort, 1973)[20], and for training staff in the provision of literacy education services (Lyman, 1978; Warren, 1970; Sherrill, 1967)[21] are therefore imperative.

However, compared to in-service training provided by 80 percent of the libraries to their various categories of staff, literacy related in-service training was provided by a smaller proportion of the libraries involved in literacy education. Over two-fifths of these libraries provided literacy related training to their librarians (n=34; 44%) and volunteer staff (n=26; 34%) and for technicians and paraprofessionals (n=28; 36%) was given by more than one-third of the libraries.

Library staff involved in literacy education include librarians, other professional library staff, paraprofessionals and technicians and volunteers. In most cases, libraries assign, on the average, one or two of their paid full-time and part-time staff to provide literacy education services. Although the use of volunteers is not as common as expected (four libraries used volunteers on a full-time basis and 15 libraries used volunteers part-time), volunteers constitute the largest staff category, as shown in the table below.

| | Full-Time Staff | | | | Part-Time Staff | | | |
|---|---|---|---|---|---|---|---|---|
| | Range of Staff | Median No. of Staff | No. of Libraries (N = 77) | Percent of Libraries | Range of Staff | Median No. of Staff | No. of Libraries (N = 77) | Percent of Libraries |
| Librarians | 1-20 | 1 | 31 | 40 | 1-10 | 1 | 11 | 14 |
| Other professional staff | 1-4 | 2 | 12 | 16 | 1-10 | 1 | 12 | 6 |
| Paraprofessionals/ Technicians | 1-30 | 1 | 16 | 21 | 1-12 | 1 | 13 | 17 |
| Volunteers | 1-20 | 5.5 | 4 | 5 | 1-175 | 20 | 15 | 19 |
| Total (FTE) | 1-38 | 3 | 22 | 29 | | | | |

In addition to the small number of library staff assigned to literacy education, most of the staff assigned, paid or voluntary, spend only part of their time in this area of service. Librarians spend, on the average, 15 percent (six hours) of their time in literacy related activities, volunteer staff spend approximately 10 hours per week, and paraprofessionals and technicians allocate 16 hours (40%) to this service. The most time is spent by professional, non-librarian, staff who report an average of 20 hours per week.

## C. Literacy Education Materials and Equipment

Issues relating to literacy materials and to the use of print and non-print in literacy education programs have been of major concern to educators and to librarians, and are extensively discussed in the literature. The literature focuses on the need for suitable and effective literacy materials given the characteristics associated with the new reader, in particular the adult new reader (Lyman, 1973),[22] criteria for the selection of such materials (Forinash, 1978; Lyman, 1973, 1977, 1979),[23] the substance and format of available materials (Glover, 1976), and strategies for identifying, evaluating, and assembling audio-visual materials (Lyman, 1973, 1979; Fillion, 1977)[24]. Also stressed is the need for more extensive utilization of media and communications technology in literacy education (An Overview of Public Library Services to Institutions", 1978; Appalachians Adult Education Center, 1973; Cazort, 1973; Lyman, 1973; Fillion, 1977).[25]

Due to the need to minimize respondent burden in this survey, the issue of literacy education materials and equipment used by libraries was only briefly addressed. Explored in the survey were sources utilized by public libraries in the identification and selection of literacy education materials and equipment, subject areas addressed by literacy education materials that libraries have, the types of audio-visual materials and communications technology libraries use in providing literacy education services, and the strategies they employ to make patrons familiar with available materials and equipment. Each of these issues is addressed as follows.

To identify, select, and obtain literacy education materials and equipment, libraries consult a range of experts. Most often libraries consult with Adult Basic Education experts (n=40; 52%) and with State Library Agency staff (n=26; 34%). Other consultation sources include literacy education staff from other libraries (n=4), literacy councils (n=3), LVA and Laubach representatives (n=7), catalogues (n=4), and other types of specialists (n=7).

Most of the libraries involved in literacy education have a wide range of "easy to read" materials relating to the following subject areas.

| Subject Area | No. of Libraries (N = 77) | Percent of Libraries |
|---|---|---|
| Basic skills | 64 | 83 |
| Consumer education | 57 | 74 |
| Job information | 56 | 73 |
| Health information | 55 | 71 |
| Survival or coping skills | 55 | 71 |
| Humanities | 46 | 60 |
| English as a Second Language (ESL) | 44 | 57 |
| Government and law | 44 | 57 |
| Community resources | 33 | 43 |

A variety of audio-visual materials are used by libraries in providing literacy education services. The three types of literacy education materials most frequently used by public libraries are also most frequently used in literacy education. These include films, filmstrips and slides (n=46; 60%), sound cassettes (n=43; 56%), and records (n=28; 36%). Fewer libraries which are involved in literacy education also use, in descending order, kits (n=22; 34%) and videotape cassettes (n=15; 19%). Only a small number of libraries employ talking books (n=8; 10%), microform (n=4; 5%) and computer-managed instructional packages (n=2; 3%).

Consistent with the type and commonality of audio-visual materials utilized in literacy education are the types of equipment used by public libraries. Tape recorders, record players and projectors are used by the largest number of public libraries with literacy programs, as shown below.

| Type of Equipment | No. of Libraries (N = 77) | Percent of Libraries |
|---|---|---|
| Tape recorders | 45 | 58 |
| Projectors | 40 | 52 |
| Record players | 27 | 35 |
| Videotape recorders | 13 | 17 |
| Viewers | 13 | 17 |
| Microform readers | 4 | 5 |
| Reader printers | 3 | 4 |
| Computer terminals | 2 | 3 |

Library patrons who receive literacy education services become familiar with the available literacy related materials and equipment through their literacy tutors or instructors (n=22; 29%). Library displays and advertising (n=19; 25%) and word of mouth (n=10; 13%) are other types of strategies that public libraries used. Less common strategies to familiarize low level readers with available materials are orientation meetings (n=6; 8%), referral (n=3), library visits and tours (n=2), and Laubach procedures (n=1).

## D. Public Library Involvement in Cooperative Literacy Education Activities

Libraries have increasingly come to realize in the last decade that they should play a more active role in literacy education by "offering literacy programs of the voluntary tutorial kind and brought in trainers from such organizations as Laubach Literacy and Literacy Volunteers of America to train their staff and community volunteers in various teaching methods."[26] In fact, one-third of the LVA programs in 25 states are currently located in public libraries.[27] This trend of cooperation between libraries and other organizations in the provision of literacy education services is also reflected in this study. Of the 77 libraries with current or previous literacy programs, 54 (70%) have some cooperative arrangements.

Public libraries cooperate with a wide range of organizations, institutions and agencies, as shown in the table below. Most often, libraries cooperate with literacy volunteer associations, Federally-funded literacy programs, and educational agencies. Fewer libraries also cooperate with correctional and health institutions, community groups and state and local agencies.

| Organizations with which Libraries Cooperate | No. of Libraries (N = 54) | Percent of Libraries |
|---|---|---|
| Literacy Volunteer organizations | 38 | 70 |
| LVA (8) | | |
| Laubach (8) | | |
| Federally funded programs | 25 | 46 |
| Right to Read (4) | | |
| Adult Basic Education (12) | | |
| CETA, VISTA (8) | | |
| Reading is Fundamental (2) | | |
| Educational Institutions | 22 | 41 |
| Elementary schools (5) | | |
| Secondary schools (3) | | |
| Postsecondary (5) | | |
| Adult education (8) | | |
| School districts (1) | | |
| Ethnic and bilingual groups | 13 | 24 |
| State and local non-profit agencies | 10 | 19 |
| State agencies (5) | | |
| Local agencies (3) | | |
| Institutions | 8 | 15 |
| Correctional institutions (1) | | |
| Hospitals (1) | | |
| Senior centers (1) | | |
| Private community groups | 2 | 4 |

On the average, public libraries cooperate with four organizations. The number of organizations with which libraries cooperate ranged widely from one to 130. Length of cooperation varied as well from one month to 15 years, with a median of three years.

Consistent with available data on libraries' participation in cooperative literacy education efforts (Azmour, 1975; Axam, 1974; Childers, 1975; Cook, 1977; Lyman, 1976, 1977, 1979; Devereux, 1975; Eyster, 1973; Gotsick, 1973; Glover, 1976; Korkmas, 1973; Warren, 1970),[28] cooperation of libraries with other organizations seems to be the major factor motivating public libraries to provide literacy education services. Only nine of the libraries (17%) with cooperative efforts had literacy programs prior to their cooperation and only five of the branch libraries had such programs. However, 57 percent (n=31) of the libraries reported that the organizations with which they cooperate had literacy education programs prior to the cooperative effort.

Cooperation of libraries with other organizations seems to be the major factor motivating public libraries to provide literacy education services. Only nine of the libraries (17%) with cooperative efforts had literacy programs prior to their cooperation and only five of the branch libraries had such programs. However, 57 percent (n=31) of the libraries reported that the organizations with which they cooperate had literacy education programs prior to the cooperative effort.

The cooperative literacy effort was initiated in approximately one half of the cases (n=26; 48%) by the library. Reasons for the initiation of the cooperative literacy effort indicated library's recognition of the need for its involvement in literacy education and the use of cooperative efforts as a strategy for financial and other types of support. The recognition on the part of the organizations initiating cooperation with the library that the library can provide the necessary resources for literacy education was the major motivation for cooperation on the part of the cooperating organizations.

Most cooperative efforts are informal. Written cooperative agreements existed only in 30 percent of the cases (n=16). The cooperative plans specify most often the responsibilities of participants, funding sources, methods of coordination, and program activities. Communications between libraries and the cooperating organizations are mostly maintained informally, on an as needed basis through meetings (n=6; 11%) or through other methods of contact (n=28; 52%). Formal meetings scheduled periodically are used only by 12 of the libraries (22%). Decisions concerning the cooperating libraries and organizations are made mostly by consensus (66%). However, decisions involving the library usually require approval of the library's Director (35%) and Board of Trustees (20%). Rarely has the library's staff member representing the library in the cooperative effort (13%) been allowed to make decisions without such approval.

The literacy education functions undertaken by the cooperating organizations include all program aspects. Moreover, cooperating organizations perform multiple functions in the provision of literacy services and are responsible, in the case of over two-thirds of the cooperating libraries, for the client aspects of the literacy programs.

| Literacy Education Functions Provided to Libraries by Cooperating Organizations: | No. of Libraries (N = 54) | Percent of Libraries |
|---|---|---|
| Client/patron identification | 37 | 69 |
| Tutor training | 37 | 69 |
| Identification and selection of materials | 36 | 67 |
| Client tutoring | 34 | 63 |
| Purchase of materials | 33 | 61 |
| Provision of materials | 31 | 57 |
| Client/patron intake | 26 | 48 |
| Provision of space for training tutors | 25 | 46 |
| Administration of client tests | 24 | 44 |
| Provision of equipment | 21 | 29 |
| Coordination of cooperative activities | 19 | 35 |
| Provision of client support services | 18 | 33 |

Forty-three percent of the cooperating libraries indicated that difficulties have been encountered by the cooperating organizations and libraries in the coordination and administration of the cooperative effort. Nearly one-half of the libraries admitting difficulties attributed them to insufficient available funds (n=12) or staff (n=9) for conducting the cooperative effort. Other sources of difficulties were identified as due to lack of constituent interest (n=7), decrease in the interest of the cooperating organization (n=4), or library (n=3), and lack of expertise in literacy education (n=6). Differences between the policies and priorities of the cooperating organizations (n=6) and perceived threat to organization's autonomy (n=2) were also reported as a basis for cooperation difficulties.

### E. Relationship with Federal and State Agencies

Approximately one-half of the libraries with previous or current literacy education programs (n=38) have communicated with Federal and state agencies regarding funds to support literacy education. These agencies include most frequently the State Library Agency (n=18) and the Department of Education. One to three libraries also report that they have contacted Adult Basic Education, CETA and VISTA, Reading is Fundamental, and local schools.

To obtain funds for literacy education, 29 of the public libraries (38%) requested the SLA assistance in preparing grant proposals. Regardless of their communications with the SLA and the purpose of these communications, the majority of public libraries (n=59; 77%) which provide literacy education services indicate that their respective SLA is aware of their involvement in literacy education.

### F. Literacy Education Budget and Funding Sources

Generally, libraries' literacy education budgets constituted only 3.4 percent of the median annual budget reported by the surveyed libraries. Literacy budgets were reported only by one-half of the public libraries and ranged considerably from $75 to $106,524, with a median of $6,000. Of their literacy education budgets, libraries expended the largest proportion of funds on salaries (a median of $13,375). Relatively smaller amounts were spent on acquisitions (a median of $2,000), processing and organization ($875), publicity ($475), and other expenses ($1,667) including training, utilities, travel and overhead.

Federal funds constitute the largest funding source utilized by public libraries for literacy education services ($17,500, n=17). State and local funds were considerably smaller ($2,500, n=7; and $3,550, n=20, respectively). For general public library services, local funding constitutes the major source.

Federal funds constituted the major, and in most cases, the only start-up funding source for public libraries involved in literacy education. Public libraries have received Federal funds from one to 11 years with a two year median figure (n=31).

Since the establishment of libraries' literacy education services, most libraries relied heavily on a single funding source, as shown in the following table.

| Source | Range | Median Percent of Funds | No. of Libraries (N = 77) | Percent of Libraries |
|---|---|---|---|---|
| Federal | 5-100% | 90% | 25 | 32 |
| State | 2-100% | 100% | 12 | 16 |
| Local | 2-100% | 95% | 24 | 31 |
| Other* | 50-100% | - | 2 | 3 |

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*Includes donations, gifts and foundation grants.

Forty of the 77 public libraries (52%) provided information on changes in their literacy education budget since the establishment of their literacy education program. Public libraries were almost equally divided: thirteen libraries (33%) retained their original budget, 11 libraries (28%) decreased their budget, and 16 libraries (39%) increased their literacy education budget.

Changes in the literacy education budget and in the funding sources reflected discontinuation of funding (n=15), availability of new funding sources (n=9), changes in literacy education services provided (n=5), and in the populations served (n=5).

## G. Difficulties and Problems Faced by Public Libraries Involved in Literacy Education

Obtaining start-up and continuation funds are perceived by public libraries as major areas of difficulty. One-quarter and over one-third, respectively, of the public libraries with literacy education services reported such difficulties. However, equally pertinent were difficulties in...

| | No. of Libraries (N = 77) | Percent of Libraries |
|---|---|---|
| Defining the library's role in providing literacy education services | 25 | 32 |
| Identifying and securing services of trained tutors | 24 | 31 |
| Identifying and recruiting students | 22 | 29 |
| Obtaining community support | 14 | 18 |
| Obtaining the support of the library's Board of Trustees | 5 | 6 |
| Having autonomy in policy making with regard to literacy education activities | 3 | 4 |

These difficulties encountered by a considerable number of the libraries with literacy education programs affected most often the availability of staff to provide literacy education services (n=33; 43%) and the availability of program funds (n=28; 36%). Also affected are materials and equipment acquisitions (n=13; 17%), provision of in-service training to staff (n=13; 17%), availability of facilities and space (n=9; 12%), and cooperation with other agencies and libraries in the provision of literacy education services (n=7; 9%).

## 6. Summary

### A. General Library Characteristics

The public libraries surveyed were analyzed in terms of their age, location, the demographic composition of their area of service, affiliation with library systems, size, staff characteristics, materials and equipment, annual budget, and funding services. The profile of the 121 public libraries surveyed is presented in the matrix below.

Public Library Profile Matrix
General Library Characteristics
N = 121

| | |
|---|---|
| Age of Libraries | Surveyed libraries varied greatly in age, from two to 100 years. |
| Location | Libraries varied in the urban-suburban-rural characteristics of their location. Forty one percent are located in urban areas, 20% are in suburban areas, and 37% are in rural areas. |

| | |
|---|---|
| Demographic Composition of Area of Service | Libraries tended to be located in middle class areas (62%), which are ethnically heterogeneous and bilingual (60%). |
| Affiliation with a Library System | A majority of the libraries are affiliated with a library system. |
| Library Size (Branches) | Forty percent of the libraries have branches. Number of branches ranged widely from one to 86, with six branches as the median. |
| Staff Characteristics | Number of staff employed by libraries ranged from one full time equivalent (FTE) staff member to approximately 1,400 staff, with 12 FTE staff as the median. Most library staff are employed on a full time basis.<br>Among the different staff categories, librarians and para-professionals are employed most often. Volunteers are utilized by approximately one third of the libraries.<br>The median library has four librarians, one audio-visual specialist, two other professional staff, and nine para-professional staff.<br>The standard requirement for librarians is a Masters of Library Science (MLS) and an area of specialization. |
| Materials and Equipment | The number of volumes that surveyed libraries have ranged from 1,250 to 4,120,000 with 67,000 volumes as the median. The number of volumes owned by branch libraries also ranged considerably from 1,000-450,000 with 22,500 as the median number of volumes.<br>Most public libraries have a range of audio-visual materials and equipment. Most often, libraries have records, films, slides, sound cassettes, record players, projectors, and tape recorders. |
| Annual Budget | Budget information was supplied by 87% of the libraries. Libraries' budget ranged widely from $1,900 to $50,152,584 with a median budget of $175,000. |
| Funding Sources | Most libraries (83%) rely on local funds. State funds were reported by 64% of the libraries. Thirty six percent of the libraries indicated that they have Federal funds. |

## B. Library Involvement in Literacy Education

The involvement of public libraries in literacy education was examined in terms of library characteristics, extent of involvement, length of involvement, staff characteristics, literacy education services provided by public libraries, populations served, materials and equipment used in literacy education, cooperative literacy activities involving public libraries, libraries literacy education budget and funding sources for start-up and continuation, and difficulties experienced by libraries in the provision of literacy education.

### Public Library Involvement in Literacy Education
### Summary Matrix
### N = 77

| | |
|---|---|
| Characteristics of Libraries Involved in Literacy Education | Public libraries involved in literacy education tend to be located in larger urban and suburban communities with heterogeneous populations. These libraries tend to be larger; have branch libraries, have a large collection of print materials, and a wide range of audio-visual materials and equipment. They also tend to have more staff, provide in-service training, have a larger annual budget, multiple funding sources, and in particular access to Federal funds. These libraries also tend to have the support of the Board and Director for involvement in literacy education. |
| Extent of Public Library Involvement in Literacy Education | Of the 121 public libraries participating in the survey, 64 (53%) of libraries are currently involved in literacy education, thirteen libraries (11%) were previously involved. |
| Length of Involvement | Public libraries involvement in literacy education varied greatly from one year to 60 years, with four years as a median length of involvement. |
| Incentives and Barriers to Library Involvement in Literacy Education | Public library awareness of the community's need for literacy education, availability of funds for library involvement in literacy education, and library's desire to increase its visibility in the community constituted the major incentives for involvement.<br>The three major barriers that prevented libraries from becoming involved in literacy education are library's unawareness of community's need for literacy education, lack of funds for providing literacy education services, and unavailability of staff. |

| | |
|---|---|
| Staff Characteristics | Number of staff assigned by public libraries to provide literacy education services is small: one or two staff. These staff spend only part of their time providing literacy education services.<br>In addition to Library Science degrees, staff assigned to literacy education have literacy related specialties in the areas of audio-visual materials, adult education, reading and Information and Referral.<br>In-service training in the area of literacy education is provided by two-fifths of the libraries to librarians and to volunteer staff. |
| Literacy Education Services Provided by Libraries | Public libraries provide multiple literacy education services, acting mostly as a resource or a back-up center. Most often libraries provide space and facilities, identify, select and maintain literacy education materials and equipment, publicize literacy education programs available in the community and provide referral services, and engage in one-on-one tutorial services |
| Populations Served | Public libraries generally direct their services toward adults with eight or fewer years of education, serving a variety of ethnic groups as well as of bilingual populations. Only few of the libraries provide literacy education services to handicapped people, to migrants, and to the geographically isolated. |
| Materials and Equipment Used in Literacy Education | Materials used by public libraries in literacy education cover a variety of content areas. Most often, libraries have materials dealing with basic skills, consumer education, job information, health information, survival and coping skills, humanities and English as a Second Language.<br>Libraries involved in literacy education also use a wide range of audio-visual materials and equipment. Only a few libraries use computers or computer managed instructional packages. |
| Library Participation in Cooperative Literacy Education Efforts | A majority (70%) of the public libraries involved in literacy education engage in cooperative efforts. Libraries cooperate with a wide range of organizations; most often they cooperate with literacy volunteers, Federally funded programs, and educational institutions. |

| | |
|---|---|
| | On the average libraries cooperate with four organizations. Length of cooperation is three years on the average.<br>Cooperation is a means for libraries to become involved in literacy education: fewer than one-fifth of the libraries provided literacy education services before their participation in a cooperative literacy effort.<br>Cooperation is generally informal; only 30% of the libraries have formal cooperative agreements.<br>Cooperative agencies are largely responsible for the client aspects of the literacy education program: i.e., client identification, tutor training, and client tutoring. |
| Literacy Budget and Funding Sources | The median literacy budget reported by libraries is $6,000 or 3.5% of the library's overall budget. Local and Federal funds constitute the major literacy funding sources. Federal funds were a major source for program start-up, with two years as the median period for continuation of Federal funds. |
| Difficulties Experienced in Providing Literacy Education | The three major difficulties experienced by libraries in the provision of literacy education services concern the ability of the library to obtain and retain funds for literacy education, the definition of the library's role as a literacy education provider and obtaining the community's support, and the identification and recruitment of tutors. |

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## CHAPTER III: PUBLIC SCHOOL LIBRARIES/RESOURCE CENTERS* IN LITERACY EDUCATION

### 1. Introduction

Of the different types of libraries with actual or potential involvement in literacy education, public school libraries are of special interest to this study. This special interest in the literacy education activities of public school libraries stems from the environment (i.e. the school) in which these libraries operate--an environment which is naturally conducive to the effective provision of literacy services--and from the magnitude which public school libraries represent among all other types of libraries. There are approximately 75,000 public school libraries compared to approximately 8,700 public libraries and 3,000 higher education libraries.

The environment within which public school libraries operate is particularly efficient to their involvement in literacy education for a number of reasons, including the school's function in literacy education, the extent to which schools have been effective in fulfilling this function, and the increasing rate of illiteracy among school age populations. Literacy has been perceived as prominent among the skills schools are expected to teach, since literacy skills are crucial in achieving most other educational goals as well as in managing daily tasks and effectively performing in a variety of areas of work. However, despite the widely held belief that "...the development of literacy skills, broadly defined, is the job that the schools can do best, and that it is the job that the labor market needs most from the schools"[1], schools have not been as effective as expected in this task. Although the precise degree of school effectiveness in teaching literacy skills is as yet undetermined, there is compelling evidence that in many instances schools are not providing students with literacy skills that are consistent with society's current opportunities and market demands.

The reasons for the schools' difficulties in transmitting literacy skills to their student populations are varied and require further investigation. Among the most often cited explanations are the requirements placed upon schools to teach skills not formerly taught by them to a highly heterogeneous student population who may require different instructional strategies than most commonly used. Moreover, schools may not be allocating sufficient time to the direct instruction of literacy, nor using instructional methods which are particularly appropriate to the needs of those students with low literacy skills. While schools may be providing sound support for the development of literacy skills, they may not be able to encourage students to acquire, use, maintain and expand these skills or to utilize non-classroom settings and non-school settings to facilitate such skills. Furthermore, until recently educators tended to perceive and treat literacy only as it related to within school skills rather than also consider the practical literacy needs in daily living.

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*The term "library" is used in this chapter as synonomous with "media center" or "resource center".

The public school library constitutes a particularly appropriate setting which can be most effective in compensating for the difficulties which schools have been experiencing in teaching literacy skills to children and youth. The role that public school libraries have played in literacy education has received little attention in terms of research or other available data in spite of the high level of interest exhibited by Federal agencies in the literacy activities undertaken by public school libraries and the considerable amount of support provided by the Federal agencies to these libraries. Federal resources allocated to public school libraries range from the development and provision of literacy related materials and equipment to the arrangements for in-service education and training to library media specialists. To increase and encourage the literacy activities provided by public school libraries, to provide leadership in this area, and to promote effective and innovative literacy strategies for diverse populations, Federal and state programs are in need of a systematic body of data concerning the current state-of-the-art in public school library involvement in literacy. Such data were collected by this study through a national sample survey of public school libraries.

For the purposes of this study, literacy education provided by public school libraries was defined more narrowly than the definition used for the other types of libraries. The definition adopted in response to the Committee on Education Information Systems (CEIS) requirement refers to literacy education as activities or services explicitly designed to improve the reading, writing, comprehension and computational skills of pupils functioning one or more years below grade level, including pupils for whom English is a second language. Functions classified as literacy education were distinguished from services that school librarians or media specialists provide to pupils who function at or above grade level.

## 2. Public School Characteristics

Four hundred public schools including elementary, junior high schools and senior high schools, were sampled. Of these schools, 278 (69.5%) responded to the survey. The responding schools represent a wide distribution of school sizes, as shown in the table below:

| School Size | No. of Libraries (N=278) | Percent of Libraries (%=100) |
|---|---|---|
| Schools with 1-399 pupils | 98 | 35 |
| Schools with 400-799 pupils | 104 | 37 |
| Schools with 800-1,999 pupils | 41 | 15 |
| Schools with 2,000 or more pupils | 10 | 4 |
| No Answer | 25 | 9 |

The majority of the responding schools (N=197; 71%) have pupils who function below grade level. In fact, nearly one-third of these schools reported that 30 or more percent of their pupils function below grade level.[2]

| Percent of Pupils Functioning Below Grade Level | No. of Schools (N=197) | Percent of Schools (%=100) |
|---|---|---|
| 1-9 percent of pupils | 27 | 14 |
| 10-19 percent of pupils | 46 | 23 |
| 20-29 percent of pupils | 54 | 27 |
| 30-39 percent of pupils | 31 | 16 |
| 40-49 percent of pupils | 12 | 6 |
| 50-59 percent of pupils | 10 | 5 |
| 60 or more percent of pupils | 10 | 5 |
| No Answer | 7 | 4 |

Of the 197 schools with pupils who function below grade level, 141 schools (72%) provide literacy education services. The majority of the schools with literacy education services provide such services to pupils functioning one year (n=85; 60%) and two years (n=99; 70%) below grade level. Only eight of these schools (6%) also provide literacy education to adults.

## 3. Libraries Involvement in Literacy Education

### A. Incentives to Library Involvement in Literacy Education

Only 22 of the 141 public schools which provide literacy education (16%) involve their library in the provision of these services. Public school libraries are largely not involved in literacy education activities. Reasons for their uninvolvement vary. Most often, public school libraries are not involved in literacy education because such services have been developed and are provided by other departments or staff in the school (n=91; 76%). Other reasons for library uninvolvement include:

- unavailability of library/resource center staff for assignment to the provision of literacy education (n=26; 23%);
- unavailability of library funds for literacy education (n=16; 13%); and
- library staff do not have training or experience in literacy education (n=15; 12%).

Public school library involvement in literacy education is not related to school size or to the proportion of pupils functioning below grade level. The 22 libraries active in literacy education represent schools of different sizes as well as schools where the magnitude of pupil illiteracy varies greatly. School library length of involvement in literacy education varies also: seven of the 22 schools became involved in literacy education in 1970 or earlier and the involvement of the other 15 libraries began in 1974 or later. In most cases (n=18; 82%), these libraries serve all the students in school who function one or two years below grade level. Two of these libraries also serve adults, and four libraries provide literacy education services to bilingual or non-English speaking pupils. Where libraries do not serve all pupils who function below grade level, reasons given are the unavailability of library staff or the provision of needed services by other school staff.

More than one-half of the libraries (n=13) became involved in literacy education due to the magnitude of the pupil illiteracy problem which could not be handled in the classroom. Other incentives to library involvement include the literacy related qualifications of library staff and their ability to respond to the individual needs of pupils.

## B. Pupils Served

Pupils functioning one or two years below grade level constitute the target population of libraries literacy education services. Eighteen of the 22 libraries active in literacy education provide these services to elementary school pupils, four of the libraries serve high school students exclusively, and nine of the libraries provide literacy education services to both elementary and secondary school pupils.

Pupils receiving literacy education services from public school libraries are demographically heterogeneous. Black (n=18), Hispanic (n=12), and Asian American (n=10) pupils are served by one-half or more of these libraries. Also served are Native American (n=6) pupils as well as a variety of bilingual populations. A few of the public school libraries involved in literacy education (four or fewer), also provide these services to mentally, emotionally, or learning disabled pupils.

A variety of methods are used by schools to determine pupils' literacy education needs. The major methods identified include testing, teacher judgement, reading placement, and language screening. In 21 of 22 public schools where libraries are involved in literacy education, teachers play the key role in identifying pupils in need of literacy education and determining the assistance these pupils require. Other school personnel most commonly involved in the identification of pupils in need of literacy education, are the school psychologist (n=14), and the guidance counselor (n=11). In a few cases, the school librarian or media specialist (n=3), and other school personnel such as the reading specialist, math specialist, speech therapist, special education teacher or a professional examiner are involved.

Once pupils are identified as needing literacy education services, some of the schools refer all these pupils to the library. In other schools, pupil referral to the library for literacy education services is determined by the teacher or by the individual needs of the pupil.

## C. Library Staff Providing Literacy Education

Over one-half (n=13) of the public school libraries which provide literacy education have one staff member responsible for the services. Five libraries have two staff who provide literacy education, and the remaining four libraries have each three to seven staff involved in this area of service. Twenty of the 22 libraries have full-time staff involved in literacy education. Seven of the nine libraries with more than one staff member providing literacy education also have part-time staff. Volunteers are used only by one library.

Library staff involved in literacy education either have a Masters (n=11) or a Bachelors (n=6) in Library Sciences. In approximately one-half of the libraries, staff involved in literacy education also have a degree in education (n=10) or a teaching certificate (n=6). In addition to these academic degrees, nearly all public school libraries active in literacy education reported that their staff have training and experience in a variety of literacy related areas including:

- audio-visual materials (n=21),
- reading (n=17),
- writing (n=12),
- computational skills (n=10),
- Information and Referral (n=9),
- material development for special groups in need of literacy education (n=9),
- English as a second language (n=6), and
- instructional methods in literacy education (n=6).

To prepare library staff for the provision of literacy education services eight of the 22 public school libraries (approximately one-third) provide in-service training to these staff. In-service training is provided mainly in the areas of reading and the use of audio-visual materials. In-service training is provided by school district staff in all cases. Also providing in-service training to library staff involved in literacy education are State Library Agency or SEA staff (n=3), other library staff (n=3), literacy associations (n=1), and a variety of outside consultants (n=4) such as university faculty and Right to Read staff. Library staff in three of the eight public school libraries which provide in-service training, receive such training once a year. Staff affiliated with libraries in the other five schools receive training semi-annually, quarterly or bi-monthly. Training ranges from one hour to three days.

## D. Literacy Education Services Provided by Public School Libraries

Literacy education services are provided by public school libraries to teachers and to pupils. Overall, these services can be divided into four major areas:

- the identification, selection and provision of materials and equipment to teachers involved in literacy education and to pupils who function below grade level;
- the identification and provision of bilingual print and non-print materials;

- the use of kits and programs designed for teaching reading, writing and mathematics to pupils who function below grade level; and

- the instruction of general library skills to pupils in need of literacy education, to allow them easy access to materials and equipment and thus to encourage them to read.

Literacy education services to teachers and other school staff are provided by 12 of the 22 public school libraries. Services to teachers consist of assistance in the location of literacy related materials, notification of teachers about new materials, and the training of teachers in the use of these materials.

Literacy education services to pupils are provided individually or in small groups. The number of hours in which pupils receive literacy education services each week and the duration of the service period vary greatly among public school libraries. Generally, pupils receive literacy education services from the library over the entire school year. Only two libraries identified the length of service to be shorter than the school year. Services may range from 30 minutes each week (four libraries), to one or two hours (n=10), and to as many as three hours a day.

Pupil progress is evaluated in 10 of the libraries providing literacy education. Evaluations are conducted by means of skill tests, pupil performance in class, and librarian's perceptions. Pupils who do not progress at the expected rate, either repeat the instructional program, are referred to a specialist or are subject to a different literacy instructional method.

## E. Literacy Education Materials and Equipment

Public school libraries involved in literacy education use for instructional purposes "high interest, low vocabulary" books, pamphlets, and periodicals. Also used are a combination of books and cassettes which enable the pupil to follow the printed material while listening to its recording. In addition to printed materials, a variety of audio-visual materials are used in literacy education. Nearly all the public school libraries which provide literacy education use:

- films, filmstrips and slides (n=21),

- sound cassettes (n=20),

- records (n=20), and

- kits (n=18).

Also used, although by fewer of these libraries are:

- talking books (n=11),

- art prints (n=9), and

- video tape cassettes (n=8).

Microform and computer aided instructional packages are used by two libraries only.

Congruent with the type of audio-visual materials used by public school libraries, are the types of equipment utilized in literacy education. Most public school libraries which provide literacy education services use record players (n=20), tape recorders (n=19), projectors (n=19), and viewers (n=15). Fewer of the school libraries also use video tape recorders (n=9), reader printers (n=5), and computer terminals (n=4).

To provide literacy education, public school libraries, like other types of libraries, use a variety of print and audio-visual materials. For most public school libraries, some of the print and audio-visual materials and equipment used in literacy education was not part of the library's collection when library involvement in literacy education began and had to be purchased. A small portion of the materials used by public school libraries in literacy education were developed by school staff. Materials developed by school staff include games, worksheets, combined books and cassettes, videotapes, transparencies, and tests.

In deciding which literacy related print and audio-visual materials and equipment to use, nearly all public school libraries involved in literacy education (n=18) take into account the skill level of the user as the major decision factor. Also considered are the costs of the materials (n=9), their availability (n=8), and the number of pupils likely to use these materials (n=5).

### F. Cooperation Between Library Staff and Other School Staff in Literacy Education

Public school library staff involved in literacy education cooperate with a range of school staff as well as with parents of pupils who receive literacy education. School staff who cooperate with librarians in literacy education include teachers, school administrators, specialists, counselors and the School Board.

Teachers cooperate with school library staff in most of the schools (n=19) where libraries are involved in literacy education. The cooperation between librarians and teachers is in four areas:

- identification and selection of print and audio-visual materials for literacy education;
- identification of pupils in need of literacy education and the determination of their needs;
- planning of literacy education services to be provided to these pupils; and
- informing librarians about pupils' performance and the progress made by these pupils in class.

School administrators such as the principal or assistance superintendent assist librarians in the provision of literacy education services in 16 of the 22 schools where libraries are involved in literacy education. Their cooperation is characterized by joint decision-making on purchasing new materials, review of literacy education lesson plans, and informal follow-up of pupils receiving literacy education. Assistance to librarians involved in literacy education through the generation of ideas and recommendations on how to provide literacy education services also comes from the School Board, guidance counselors and specialists in the areas of reading and bilingual education. This type of cooperation was reported by one-half of the libraries involved in literacy education.

Public school librarians also cooperate with parents. Cooperation with parents, which was reported by over one-third of the libraries, focuses on two areas. Parents communicate with teachers and librarians about the special literacy related needs of their children. Moreover, parents act as volunteers in the library's literacy education program.

Frequency of communications between librarians, school staff and parents varies considerably. Communications with teachers is most frequent while communications with parents is least frequent. Generally, librarians communicate with teachers on a daily or weekly basis about the literacy education program (n=12). Such frequency of communications is also maintained by six of the 16 libraries which cooperate with school administrators and by six of the 11 libraries cooperating with specialists and guidance counselors. Communications with parents concerning literacy education are usually maintained on a monthly or quarterly basis.

Communications between librarians involved in literacy education, school staff and parents focus on three areas:

- assessment of pupil's literacy education needs (n=16);
- reports on pupil's progress (n=15); and
- consultation on the different aspects of the library's literacy education program (n=15). Such consultations may include the need for new materials (n=9), the planning of weekly sessions, and participation of library staff in parent-teacher conferences (n=4).

Ten of the 22 public school libraries involved in literacy education cooperate with other libraries in this area of service. Generally, these libraries cooperate with a large number of other libraries : 11 other libraries on the average. Areas of cooperation among these libraries include:

- interlibrary loans (n=9);
- literacy education material development (n=7);

- use of outside consultants (n=6);
- provision of in-service training (n=4); and
- literacy education program development (n=3).

Only four of the public school libraries providing literacy education also cooperate with other educational agencies and organizations in their county. Cooperation with these agenies and organizations is in the areas of literacy education materials development, literacy education program development and provision of in-service training in literacy education.

## G. Literacy Budget and Funding Sources

Fourteen of the 22 public school libraries involved in literacy education provided budget data. Libraries' FY 1980 literacy education budget varied greatly from $100 to $50,000 with a median of $600. However, five of the 14 libraries allocated $600 or less to literacy education, four had a budget of $1,000-$7,000 for literacy education services, one library allocated $50,000, and the remaining four libraries did not distinguish between funds expended on literacy education and on general library services.

Nine of the public school libraries reported Federal funds. Generally, the amount of Federal funds available to libraries' literacy education activities did not exceed $1,000. Public schools libraries also reported that they use state and local funds in providing literacy education services. The amount of these funds was also small and did not exceed $1,000. Six of the public school libraries have had Federal funds for starting their library's involvement in literacy education. Federal start-up funds constituted 50 percent or more of their literacy education budget.

Only three of the 14 public school libraries which provided budget information, reported increases in their literacy education budget since they had become involved in this area of service. Four of the libraries indicated that their literacy education budget remained the same, and seven libraries experienced budget decreases.

## H. Difficulties Encountered by Public School Libraries Involved in Literacy Education

Public school libraries involved in literacy education face a range of difficulties in providing literacy education services. The difficulties reported include:

- difficulties in obtaining materials and equipment especially targetted to particular literacy needs of pupils (n=11);
- lack of adequate library staff trained in the provision of literacy education services (n=8);

- lack of autonomy in policy making with regard to literacy education (n=6);
- difficulty in obtaining literacy education start-up or continuation funds (n=5); and
- difficulty in obtaining the support of school personnel (n=4).

These difficulties mainly constrain the ability of public school libraries to provide literacy education services to all pupils in need of such assistance and to allocate adequate service time to pupils.

## 3. Summary

The characteristics and nature of involvement of public school libraries in literacy education are summarized in the matrix below.

Public School Libraries
N = 278

| Characteristics of Surveyed Public Schools | |
|---|---|
| Size of Schools | The surveyed schools varied by number of pupils; 35% had up to 399 pupils; the number of pupils of 38% of the schools ranged between 400 and 799; 15% of the surveyed schools have 800 to 1,999 pupils; and four percent have 2,000 or more pupils. |
| Functioning Level of Pupils | The majority of the schools (71%) have pupils who function one or two years below grade level.<br>The percent of pupils functioning below grade level varied. However, in one third of these schools 30% or more of the pupils function below grade level. |
| Provision of Literacy Education Services | Nearly three quarters of the schools with pupils who function one or two years below grade level provide literacy education services. |
| Involvement of Public School Libraries in Literacy Education<br>N = 22 | |
| Extent of Library Involvement in Literacy Education | Of the 141 schools which provide literacy education, only 22 of the libraries (16%) are involved in this area of service. |
| Length of Involvement | On the average, the surveyed public school libraries have been involved in literacy education for seven years. |
| Incentives and Barriers to Library Involvement in Literacy Education | Libraries became involved in literacy education due to the magnitude of the illiteracy problem in the school which could not be addressed within the classroom. Library staff experience in literacy education and their ability to respond to individual needs also acted as incentives to involvement. |

| | |
|---|---|
| | Major barriers to public school library involvement in literacy education reported included the provision of literacy education by other school staff, the unavailability of funds, and the unavailability of staff or of trained library staff. |
| Staff Characteristics | Most of the public school libraries have full time staff assigned to literacy education. Libraries usually assign one or two staff members to literacy education.<br>Generally these staff have a Library Science degree, a degree in education, and a literacy related area of specialization.<br>In-service training to staff involved in literacy education is provided by one third of the public school libraries. |
| Literacy Education Services Provided | Services provided by libraries include the identification, selection and maintenance of literacy education materials and equipment for teachers; and identification and provision of bilingual literacy education materials, the use of literacy education kits, and the instruction of pupils who function below grade level in general library skills to increase their ease of access to and use of library services. |
| Populations Served | Public school libraries provide literacy education to elementary school (82%), secondary school (18%) or both to elementary and secondary school (41%) pupils who function one or two years below grade level. Only two of the libraries provide such services to adults.<br>Pupils receiving such services are ethnically heterogeneous and bilingual. |
| Materials and Equipment Used in Literacy Education | Public school libraries use a range of print and non-print literacy education materials including high interest/low vocabulary books, pamphlets and periodicals, combinations of books and cassettes, kits, films, sound cassettes, and records.<br>Equipment most commonly used includes record players, tape recorders, projectors, and viewers.<br>Computer aided instructional packages are rarely used. |

| | |
|---|---|
| Library Participation in Cooperative Literacy Education Efforts<br>- | Public school libraries involved in literacy education cooperate with a series of school staff such as teachers, administrators, specialists, Board members, and parents.<br>Areas of cooperation include materials identification, acquisition, and selection, identification of pupils in need of literacy education, assessment of pupil performance, and pupil follow-up.<br>Half of the public school libraries also cooperate in literacy education with other libraries in the areas of interlibrary loans, material development, provision of in-service training, and use of outside consultants. |
| Liberacy Budget and Funding Sources | Median literacy education budget reported was $600. Use of Federal funds were reported by two-fifths of the libraries. |
| Difficulties Experienced in Providing Literacy Education | Public school libraries involved in literacy education experienced difficulties in the identification of materials suited for pupils with particular literacy education needs, unavailability of staff trained in literacy education, lack of library autonomy in literacy education, and unavailability of funds. |

## References

[1] Testimony by Patricia Graham, Director of the National Institute of Education to Congress, October, 1979.

[2] In spite of the large number of sampled schools with pupils functioning one or two years below grade level in reading, writing, computation, and comprehension, the National Assessment of Education Progress in its report Three National Assessments of Reading: Changes in Performance, 1970-80 indicates as a result of its 1970-71, 1974-75, and 1979-80 school years surveys a notable increase in the reading levels of nine year old students, and stability in the reading performance of middle school (13 year olds) and high school (17 year olds) students.

# CHAPTER IV: COMMUNITY COLLEGE LIBRARIES/RESOURCE CENTERS IN LITERACY EDUCATION

## 1. Introduction

For the purposes of this study the concepts "library" and "resource center" are used synonymously.

Libraries of higher educational institutions have an important role to play in literacy education. Their primary function lies in the area of support for the activities of literacy trainers through provision of materials for literacy teachers and tutors, guidance and assistance to literacy educators, development of curriculum resource centers for literacy training materials, development of bilingual materials, and, where applicable, use the institution's extensions and outreach services as literacy resources. A particular subset of the libraries of higher educational institutions, the community college libraries or resource centers, have a particularly pertinent role to play in literacy education efforts geared toward adults in their community as well as toward particular groups of students. Due to the easy accessibility of community college libraries and the colleges mandate to serve the adult population within their educational service unit, on one hand, and the personnel and physical resources and facilities that community colleges libraries have, on the other hand, community college libraries can reasonably be expected to become involved in literacy education within their jurisdiction. Furthermore, given changes in the characteristics of community college students due to the policy of open access, the community college library may provide literacy education to particular groups of its own student population.

The involvement of community college libraries in the provision of literacy education services to community college students or to members of the community at large has not been previously explored. While the National Center for Education Statistics of the U.S. Department of Education periodically surveys libraries of higher educational institutions, including community colleges, the data collected in the Higher Education General Information Survey (HEGIS) relate to three issue areas: library collections, library expenditures, and library staff. Library involvement in literacy education has not been addressed in these periodic surveys. The inclusion of community college libraries in this study provides therefore a systematic basis for examining the extent and nature of involvement of this onset of libraries in literacy education.

## 2. Characteristics of Surveyed Community College Libraries

The sixty-five surveyed community college libraries represent community colleges with varied student populations ranging in size from 120 students to 70,000, with a median of 2,000 students. In terms of their geographical distribution, nearly 30 percent each of the community colleges are located in urban areas (n=18) and suburban areas (n=19), and 43 percent are in rural areas (n=28). In addition to serving the campuses in which the libraries are located, community college libraries tend to serve the community (n=51; 78%) or county (n=3), the extension campuses (n=30; 46%), or other libraries in the community (n=4).

One-quarter (n=16) of the community college libraries have off-campus libraries or satellite resource centers; in most cases one off-campus branch or resource center. Forty of the libraries (62%) belong to a cooperative library system.

Community college libraries tend more often to employ staff on a full-time basis than on a part-time basis in all staff categories. The number of staff reported by community college libraries varies greatly. This variance is present in every staff category reported. On the average, these libraries employ nine full-time equivalents, including two full-time librarians, one full-time audio-visual and media specialist, one other full-time professional staff member, and four full-time paraprofessional staff and library technicians. The use of volunteers has been reported only by a small number of libraries (n=5) and only on a part-time basis. Similarly, the use of part-time staff has been reported by a small number of the surveyed libraries as shown in the table below.

| | Full-Time Staff | | | | Part-Time Staff | | | |
|---|---|---|---|---|---|---|---|---|
| | Range of Staff | Median No. of Staff | No. of Libraries (N = 65) | Percent of Libraries | Range of Staff | Median No. of Staff | No. of Libraries (N = 65) | Percent of Libraries |
| Librarians | 1-9 | 2 | 62 | 95 | 1-4 | 1.5 | 14 | 22 |
| Audio-Visual & Media Specialists | 1-5 | 1 | 37 | 57 | 1-2 | 1 | 3 | 5 |
| Other professional specialists | 1-5 | 1 | 18 | 28 | 1-5 | 2 | 7 | 11 |
| Paraprofessional staff & technicians | 1-31 | 4 | 55 | 85 | 1-20 | 2 | 23 | 35 |
| Volunteers | - | - | - | - | 1-6 | 2 | 5 | 8 |
| Other | 2-25 | - | 2 | 3 | 3-25 | 9 | 13 | 20 |
| FTE | 1-53 | 9 | 50 | 77 | | | | |

In general, community college libraries require that librarians have a Master of Library Sciences (MLS). In addition to this academic degree, surveyed libraries also reported that their staff most frequently have training and experience in the area of audio-visual materials (n=57; 88%) and in the provision of Information and Referral services (n=32; 49%). Fewer libraries also reported that their staff have expertise in the areas of reading (n=15; 23%), adult education (n=12; 18%), and teaching English as a second language (n=6; 9%). As a strategy for developing or improving staff skills, 47 of the libraries (72%) provide in-service training.

Community college library resources varied considerably, although libraries were generally well equipped. The number of volumes carried by libraries ranged from 500 to 95,000 with a median of 33,000 volumes (n=62). For satellite libraries, this figure ranged from 200 to 7,000 volumes with a median of 600 volumes (n=11). In terms of audio-visual materials and equipment, libraries reported a range of such materials including:

Audio-Visual Materials

| Type | No. of Libraries (N=65) | Percent of Libraries |
|---|---|---|
| Films, film-strips, slides | 61 | 94 |
| Sound cassettes | 60 | 92 |
| Microform | 57 | 88 |
| Records | 56 | 86 |
| Videotape cassettes | 50 | 77 |
| Kits | 42 | 65 |
| Artprints | 20 | 31 |
| Computer managed instruction packages | 8 | 12 |
| Talking books | 5 | 8 |
| Transparencies | 2 | 3 |
| Educational toys | 1 | 2 |

Equipment

| Type | No. of Libraries (N=65) | Percent of Libraries |
|---|---|---|
| Models | 1 | 2 |
| Projectors | 60 | 92 |
| Tape recorders | 60 | 92 |
| Record players | 59 | 91 |
| Microform readers | 58 | 89 |
| Reader printers | 53 | 82 |
| Videotape recorders | 49 | 75 |
| Viewers | 49 | 75 |
| Computer terminals terminals | 19 | 29 |
| Arts equipment | 2 | 3 |

Library annual budgets were reported by 55 of the libraries (85%). Annual budgets ranged from $5,400 to $995,000 with a median of $126,000. While 80 percent of the libraries reported having Federal funds, this source represents the smallest amount of funds that community college libraries have relative to the state and local funds these libraries reported.

| Funding Source | Range of Funds | Median Amount of Funds | No. of Libraries (N = 55) | Percent of Libraries |
|---|---|---|---|---|
| Federal funds | $1,000-$86,000 | $ 3,900 | 52 | 95 |
| State funds | $10,000-$975,000 | $86,966 | 39 | 71 |
| Local funds | $800-$800,000 | $71,229 | 28 | 78 |
| Other | $500-$178,100 | $20,000 | 15 | 42 |

Of their annual budget, community college libraries report the largest expenditures on salaries (range: $14,000-$895,000; median: $75,630; n=56; 86%) and acquisition of materials and equipment (range: $400-$182,942; median: $35,000; n=57; 88%). Processing and other costs (including overhead, travel, rent, and training) are considerably lower with a median of $5,000 (n=39, 60%) and $5,050 (n=17; 26%), respectively. Approximately one-quarter of the surveyed libraries reported that their budget had decreased in the last five years, approximately one-third of the libraries reported increases in their budget, and nearly two-fifths indicated that their budget has not changed in the last five years.

About one-third of the community college libraries which participated in the survey (n=23; 35%) are currently or were previously active in the area of literacy education. When community college libraries involved in literacy education are compared with community college libraries not involved in literacy education in terms of the library characteristics previously described, the two groups of libraries differ significantly only along two characteristics: affiliation with a system of libraries and changes in the budget. Community college libraries which are part of a cooperative library system are more likely to provide literacy education services than those libraries without such an affiliation ($x^2 = 3.44$, $p < .06$, $n=64$). Similarly, community college libraries whose budgets have increased in the last five years are more likely to be active in literacy education than community college libraries whose budget had decreased or remained unchanged during that period ($x^2 = 6.52$, $p < .05$, $n=62$). The ability to share, through cooperation, available resources and the access to increased resources are the two most significant predictors of the likelihood of involvement in literacy education on part of community college libraries.

## 3. Incentives and Barriers to the Involvement of Community College Libraries in Literacy Education

The motivations to community college libraries' involvement in literacy education varied. However, as in the case of public libraries, the most frequently cited incentive to involvement in literacy education is the need for literacy education services expressed by community college personnel and local community groups, institutions and agencies. This incentive was reported by 10 of the 23 libraries which have been active in providing such services. Other incentives--access to funds, availability of staff, interest of library to increase its visibility--were reported only by one or two libraries.

The barriers identified by libraries to involvement in literacy education parallel the incentives. The availability of literacy education services from other departments in the college or other agencies in the community (n=16; 36%) was reported by the largest number of uninvolved libraries. Also reported as barriers were lack of funds for undertaking literacy education activities (n=5; 11%), and absence of demand for literacy services from community and college staff (n=5; 11%).

Expressed need for literacy education services by community college students or members of the local community (n=15; 35%) and the availability of funding--regardless of the source--for the undertaking of literacy education activities (n=12; 27%) constitute the major factors that will motivate community college libraries which have never been involved or which ceased their involvement in literacy education to provide such services.

## 4. Literacy Education Services Provided by Community College Libraries

The length of involvement of community college libraries in literacy education ranged from one year to 34 years, with a median of nine years. The roles most frequently undertaken by community college libraries in literacy education relate to the identification, acquisition and maintenance of materials and to the provision of space for literacy education classes. The functions performed least frequently by community college libraries entail the training of library staff in the provision of these services. The review of the range of literacy related services and activities undertaken by community college libraries, listed in the following table, indicate that these libraries tend to support literacy education in performing their traditional role without the assumption of functions that do not constitute regular library services. Library involvement in literacy education through the provision of services that libraries commonly provide requires the least investment of library resources. This form of involvement may be due to resource limitations experienced by community college libraries. This involvement, however, can also be explained as a result of the location of these libraries within an educational institution likely to have the literacy education training and tutoring expertise in other departments. Thus, services needed from community college libraries are not likely to be training and tutoring which can be provided by other college departments, but those services which only the library can provide most effectively and efficiently.

| | No. of Libraries (N=23) | Percent of Libraries |
|---|---|---|
| Identification, acquisition and maintenance of materials for remedial readers or low level readers for use in the library/resource center | 18 | 78 |
| Provision of materials and equipment for literacy education classes | 17 | 74 |
| Identification of and assistance in maintenance of materials for remedial readers or low level readers for use in a literacy education program undertaken by a community group, agency or institution | 13 | 57 |
| Provision of space for literacy education classes | 10 | 43 |
| Provision of materials and equipment for training literacy education tutors or volunteers | 7 | 30 |

| | No. of Libraries (N=23) | Percent of Libraries |
|---|---|---|
| Provision of Information and Referral services on and to available literacy education programs | 7 | 30 |
| Provision of outreach services to populations with needs in literacy education | 7 | 30 |
| Provision of space for training literacy education tutors or volunteers | 7 | 30 |
| Publicizing literacy education activities conducted by the library/resource center or by other groups, agencies, or institutions in the community | 7 | 30 |
| Identification, acquisition, and maintenance of literacy materials for interlibrary loans | 6 | 26 |
| Training individuals or staff from other college departments, agencies, institutions or community groups in the provision of literacy services | 4 | 17 |
| Provision of outreach services to community agencies or institutions involved in literacy education | 3 | 13 |
| Training library/resource center staff in literacy education activities | 3 | 13 |

### A. Populations Served

Literacy education services provided by community college libraries are targetted toward students enrolled in the college (n=14; 61%) or toward members of the community (n=8; 35%). Community college libraries involved in literacy education serve populations of different ethnic background and educational level. Most of the community college libraries with literacy education programs served Caucasian (n=18; 78%), Black (n=16; 70%), and Asian American (n=14; 61%) persons. Also served, although by fewer libraries are Hispanic (n=11; 48%) and Native American (n=6; 26%) persons. Several of the libraries focus their literacy education program on services to bilingual populations. Seven libraries (30%) serve Asian American populations and three libraries provide services to Hispanic bilingual persons. Although the bilingual student population in the surveyed community colleges ranged from one percent to 45 percent, this group constitutes, on the average, only two percent of the students.

Handicapped people are rarely identified as a target population of community college libraries' literacy education services. Only few of the libraries reported that they serve people with different handicapping conditions such as physically handicapped (n=4), hearing impaired (n=2), learning disabled (n=2), visually impaired (n=1), mentally retarded (n=1), and developmentally disabled (n=1).

Aside from the community college students served by the literacy education programs of 16 libraries, libraries which serve members of the community deal with populations of low educational level. Seven of the libraries provide adult basic education services to community members, three libraries serve migrant populations, and four libraries serve the geographically isolated.

Literacy education needs of these populations are determined mostly through indications made by college staff and by representatives of community groups (n=17; 74%). Over one-half of the libraries also conduct a college or community needs assessment (n=12; 52%). Other methods for the determination of literacy education needs are communications with other literacy education providers (n=6; 26%). The methods used by community college libraries to assess literacy education needs parallel in type and frequency the methods these libraries use in order to determine the general library needs of the populations they serve.

### B. Library Staff Involved in Literacy Education

Of the 23 community college libraries involved in literacy education, only one-half provided information relating to the number and type of staff assigned to literacy education. A comparison between community college libraries' total number of staff and the number of staff that libraries assign to provide literacy education services indicates that approximately one-half of the staff of libraries with literacy education programs, provide literacy education services

| | Library Full-Time Staff | | | | Library Part-Time Staff | | | |
|---|---|---|---|---|---|---|---|---|
| | Range of Staff | Median No. of Staff | No. of Libraries (N = 23) | Percent of Libraries | Range of Staff | Median No. of Staff | No. of Libraries (N = 23) | Percent of Libraries |
| Librarians | 1-2 | 1.2 | 7 | 30 | 1-2 | 1.5 | 2 | 9 |
| Other Professional Staff | 1-6 | 3.2 | 7 | 30 | 1-5 | 1.9 | 7 | 30 |
| Technicians and paraprofessional staff | 1-5 | 2.1 | 8 | 35 | 1-6 | 3.3 | 3 | 13 |
| Volunteers | - | - | - | - | 4 | - | 1 | - |
| Others | 1 | - | 1 | - | - | - | - | - |
| FTE | 1-15 | 4.7 | 7 | 30 | | | | |

On the average, librarians spend about 10 hours per week in literacy education activities. This amount of time is also spent by paraprofessional and other library technical staff. Other professional staff seem to spend the largest percent of time--35 hours per week, in the provision of literacy education services.

The educational requirements that community college libraries pose for librarians who are involved in literacy education are similar to their requirements for librarians in general. Most of the libraries with literacy education services (n=16; 70%) require a Master of Library Sciences. Some of those libraries require an MLS and a literacy-related area of specialization. Two libraries require an academic degree, and two libraries require a degree in education.

The educational and occupational background required by community college libraries from their paraprofessional staff who provide literacy education services consist basically of on-the-job training, previous experience in library work, or previous experience in literacy education. Only two of the libraries required an academic degree or a degree in literacy education.

Community college librarians who are assigned to provide literacy education services generally have a professional background and experience in literacy related areas. Nearly one-half of the libraries (n=11) reported that their librarians who are active in literacy education have expertise in the area of audio-visual materials, one-third (n=8) of the libraries have librarians with expertise in adult education, six libraries reported staff with experience in Information and Referral services, five libraries reported staff with expertise in reading, and one library indicated that their librarians who are involved in literacy education are skilled in teaching English as a second language.

In-service training in the provision of literacy education services is provided by a small number of the community college libraries. The in-service training that is provided is targetted in most cases toward the paraprofessional and technical staff rather than toward librarians. In-service training to librarians in literacy education was provided only by four of the libraries. Training for other professional staff and paraprofessional and technical staff was provided by eight and nine libraries, respectively. Three of the libraries provided training to volunteer staff involved in literacy education.

### C. Literacy Education Materials and Equipment

Community college libraries maintain literacy education materials in a variety of areas. Most commonly, these libraries have materials dealing with basic skills, job information, and consumer education. One-third to one-half of the libraries also maintain materials dealing with health information, English as a second language, survival or coping skills, humanities, and government and law.

In terms of audio-visual materials and equipment, most of the community college libraries that are involved in literacy education use films, filmstrips or slides and sound cassettes, projectors and tape recorders in the provision of literacy education services. A variety of other audio-visual materials and equipment is used, although by fewer of the libraries.

| Audio-Visual Materials | No. of Libraries (N=23) | Percent of Libraries |
|---|---|---|
| Films, filmstrips, slides | 17 | 74 |
| Sound Cassettes | 16 | 70 |
| Kits | 11 | 48 |
| Videotape cassettes | 10 | 43 |
| Records | 7 | 30 |
| Microform | 4 | 17 |
| Talking books | 3 | 13 |
| Computer packages | 2 | 9 |
| Art prints | 1 | 4 |

| Audio-Visual Equipment | No. of Libraries (N=23) | Percent of Libraries |
|---|---|---|
| Projectors | 17 | 74 |
| Tape recorders | 17 | 74 |
| Record players | 11 | 48 |
| Videotape recorders | 10 | 43 |
| Viewers | 11 | 48 |
| Reader printers | 5 | 22 |
| Microform readers | 4 | 17 |
| Computer terminals | 2 | 7 |

For purposes of identification and selection of literacy education materials and equipment, community college libraries use a variety of experts. Sixteen of the libraries (61%) consult with Adult Basic Education experts, three of the libraries seek advice from State Library Agency personnel, one library works with Laubach and LVA, and one library uses teachers as consultants in this matter.

To familiarize literacy education students with available materials and equipment, community college libraries use three methods. Literacy education instructors recommend materials to their students, the library organizes displays and advertises materials, and students become aware of available materials through referrals and recommendations made by other students.

## D. Community College Library Involvement in Cooperative Literacy Education Activities

Of the 23 community college libraries with literacy education programs, 14 libraries (61%) cooperate with other organizations, agencies or groups in the provision of literacy education services. All of these community college libraries cooperate with other college departments and over one-half cooperate with literacy related Federal programs (n=8; 57%), as shown in the following table.

| Organizations Cooperating with Library in Literacy Education: | No. of Libraries (N=14) | Percent of Libraries |
|---|---|---|
| College departments | 14 | 100 |
| Learning centers (4) | | |
| English departments (2) | | |
| Federally funded programs | 8 | 57 |
| Adult Basic Education (4) | | |
| Right to Read (1) | | |
| CETA, VISTA (1) | | |
| State or local institutions | 3 | 21 |
| State or local public agencies | 3 | 21 |
| Educational institutions | 2 | 14 |
| Literacy volunteer associations | 2 | 14 |
| Public libraries | 1 | 7 |

Community college libraries cooperate, on the average, with two other organizations. Length of cooperation reported by libraries ranged from eight months to 15 years, with a five year average. The cooperative effort was initiated most often by the library 9n=12; 86%) than by the cooperating organization or other group or agency. For nearly all of the libraries (n=12; 86%), cooperation was a basis to develop or become involved in literacy education. Only two of the cooperating libraries had literacy education services before they engaged in the cooperative effort. The majority (n=11; 79%) of the cooperating organizations had existing library programs before the cooperative effort. Reasons for cooperation on part of the library were the need for library involvement in literacy education and the desire to increase program support through cooperation. On part of the cooperating organizations, reasons given included the wish to share and utilize the library's resources and to expand existing programs through cooperation.

As with public libraries and state institutional libraries the cooperative effort is largely informal. Written cooperative plans were used only by four of the cooperating libraries (28%). The plans were similar, specifying the responsibilities of each participant, funding sources, program activities, populations to be served, and methods of coordination. Three of the libraries also included methods for problem resolution in their cooperative plans. Congruent with the practices used in other types of libraries involved in a cooperative literacy effort, communications with the cooperating organizations were handled through informal contacts on an as needed basis (n=9; 64%) and decisions were made by consensus (n=9; 64%). Decisions concerning the cooperative effort required approval of the library Director or other college official in eight of the libraries (57%), while in six of the libraries the library staff member representing the library in the cooperative effort could make decisions independently.

College departments, programs, and organizations cooperating with community college libraries provide a wide range of literacy education services covering all program aspects. Most often, the cooperating parties provide client/student related services including identification, intake and tutoring as shown below.

| Functions Performed by Cooperating Parties: | No. of Libraries (N = 14) | Percent of Libraries |
|---|---|---|
| Client/student identification | 11 | 79 |
| Client/student intake | 10 | 71 |
| Tutoring clients/students | 9 | 64 |
| Administration of client/student tests | 9 | 64 |
| Provision of materials | 8 | 57 |
| Provision of space for tutoring | 8 | 57 |
| Provision of equipment | 8 | 57 |
| Tutor training | 7 | 50 |
| Provision of space for training | 7 | 50 |
| Provision of client support services | 7 | 50 |
| Identification and selection of materials | 7 | 50 |
| Purchase of materials | 6 | 43 |
| Coordination of cooperative activities | 5 | 36 |

Difficulties in the implementation of the cooperative effort were reported by three of the libraries (21%). These difficulties encountered by the participating parties were due to insufficiency of funds, lack of official approval of and support for the cooperative effort, and differences in the policies and priorities of the cooperating parties.

While the majority of the community college libraries involved in literacy education participate in cooperative efforts, only a few communicated with or sought assistance and information from Federal and state agencies with regard to literacy related issues. Seventeen of the 21 libraries which are currently active in literacy education indicated, however, that either the State Education Agency or the State Library Agency are aware of their involvement in literacy education.

## E. Literacy Education Budget and Funding Sources

Literacy education budget information was reported only by 10 of the 23 community college libraries with literacy education programs. Based on these reported budget data, funds that community college libraries allocate to literacy education activities annually range from $1,000 to $250,000, with a median of $11,000. The literacy education budget constitutes, on the average, 8.7 percent of community college libraries' annual budgets. Consequently, the funds allocated to the payment of salaries and acquisitions ( a median of $8,950 and $2,000, respectively) constituted a small percent (12% and 6%, respectively) of the average funds that community college libraries expend on these items.

Of the libraries reporting funding sources, state and local funding sources constituted a larger portion of their funds than Federal funds. Five libraries identified having Federal funds for literacy education start-up purposes. Federal funds have supported libraries' literacy education activities for a period ranging from one year to nine years. For these libraries, Federal funds provided 50 to 90 percent of their literacy budget.

Community college libraries' budget for literacy education did not change in the last five years for five of the libraries. Four libraries reported budget increases, and two community college libraries experienced decreases in their literacy education budget. Changes in literacy education budgets over the last five years were due, in the case of four libraries, to discontinuation in funding, and in the case of three libraries to the availability of new funds.

## F. Difficulties in the Provision of Literacy Education Services

Community college libraries involved in literacy education experience difficulties relating to the definition of the library's role in literacy education (n=8; 35%), to obtaining the support of the community college in such involvement (n=4), to obtaining start-up (n=4) and continuation funds (n=6), and to recruiting students (n=2) and securing the services of tutors (n=2). These difficulties have had an impact on the acquisition of facilities and space (n=5), availability of trained staff (n=3), on the provision of in-service training to staff (n=2), and on cooperation with other agencies (n=2).

## 5. Summary

### A. General Library Characteristics

Community college characteristics pertaining to location, number of students, area of service, affiliation with a library system, library size (satellites), staff characteristics, materials and equipment, annual budget, and funding sources are summarized in the following matrix.

Community College Library Profile Matrix
General Library Characteristics
N = 65

| | |
|---|---|
| Location | Surveyed community college libraries were distributed in urban (28%), suburban (29%) and rural (43%) areas. |
| Community College Size | The number of students in the surveyed community colleges ranged from 120 to 70,000 with 2,000 as the median number of students. |
| Library's Area of Service | In addition to serving their campuses, the majority of the surveyed community college libraries also serve their community or county (83%). |
| Affiliation with a Library System | Nearly two thirds of the community college libraries belong to a cooperative library system. |
| Library Size (Satellites) | One-quarter of the libraries have off-campus libraries or satellite resource centers; in most cases they have one off-campus library or satellite resource center. |
| Staff Characteristics | Community college libraries tend to employ staff on a full time basis. Number of library staff varies, with an average of nine full time equivalent employees, including two librarians, four paraprofessional staff and one audio-visual or media specialist.<br>A Masters of Library Science and an area of specialization are required for librarians. |
| Materials and Equipment | The number of volumes community college libraries have ranged from 500 to 95,000 with a median of 33,000 volumes. Satellite libraries have from 200 to 7,000 volumes with a median of 600 volumes. |

| | |
|---|---|
| | Libraries also have a large range of audio-visual materials. Most often they have films, sound cassettes, microform, records, video-tape cassettes, projectors, microform readers, tape recorders, and record players. Nearly 80% also have computer terminals. |
| Annual Budget | Libraries annual budgets ranged widely from $5,400 to $995,000 with $126,000 as the median budget. |
| Funding Sources | The majority of the libraries have multiple funding sources: Federal, State and local. Federal funds, however, constitute, the smallest amount of funds. |

## B. Library Involvement in Literacy Education

The involvement of community college libraries in literacy education is summarized in the matrix below in terms of library characteristics, extent of involvement, length of involvement, incentives and barriers to involvement, staff characteristics, literacy education services, populations served, materials and equipment used, participation in cooperative efforts, budget and funding sources, and difficulties experienced in providing literacy education.

### Community College Library Involvement in Literacy Education
### Summary Matrix
N = 23

| | |
|---|---|
| Characteristics of Libraries' Involvement in Literacy Education | Community college libraries involved in literacy education tend to be affiliated with a cooperative library system and tend to have experienced increases in their budget in the last five year period. |
| Extent of Community College Libraries' Involvement in Literacy Education | About one third of the surveyed community college libraries are involved in literacy education. |
| Length of Involvement | On the average (median), community college libraries have been involved in literacy education for nine years. Length of involvement varied considerably from one to 34 years. |

| | |
|---|---|
| Incentives and Barriers to Library Involvement in Literacy Education | Library awareness of the need for literacy education, access to funds, and the availability of appropriate staff are the major incentives for community college library involvement in literacy education.<br>The availability of other literacy education providers, and lack of appropriate library staff were identified as the major barriers to involvement in literacy education. |
| Staff Characteristics | Approximately one half of the libraries' staff provide literacy education services. Generally, these staff spend only part of their time on literacy education.<br>The educational requirements for these staff are a Master's of Library Science and, in some libraries, also a literacy related area of specialization.<br>Only a few libraries provide in-service training in literacy education. |
| Literacy Education Services Provided by Libraries | Community college libraries provide space and facilities and materials for students in literacy education classes. |
| Populations Served | Literacy education services are provided to community college students and to members of the community.<br>The populations served are ethnically heterogeneous and bilingual. |
| Materials and Equipment Used in Literacy Education | Most often community college libraries have literacy related materials in the areas of basic skills, job information, and consumer education.<br>To identify education materials most libraries consult with Adult Basic Education experts.<br>Also used in literacy education is a range of audio-visual materials and equipment. |
| Library Participation in Cooperative Literacy Education Efforts | All community college libraries involved in literacy education cooperate with other college departments. Over one-half of the libraries also cooperate with outside organizations; two organizations on the average. The average period of cooperation is five years.<br>Libraries cooperate with organizations experienced in literacy education. They become involved in literacy through such cooperation. |

| | |
|---|---|
| | Cooperation is largely informal, with the cooperative organizations responsible for student identification and intake, testing and tutoring. |
| Literacy Budget and Funding Sources | The average budget community college libraries allocate to literacy education is $11,000.<br>Mostly State and local funds are utilized by libraries. Federal start-up and continuation funds reported by a portion of the libraries constituted the smallest source. |
| Difficulties Experienced in Providing Literacy Education | Obtaining literacy education funds, defining the role of the community college library as a literacy education provider, and obtaining the support of the college were identified as the major areas of difficulty. |

# CHAPTER V: STATE INSTITUTIONAL LIBRARIES IN LITERACY EDUCATION

## 1. Introduction

State institutional libraries have been included by the National Center for Education Statistics (NCES) as part of their Library General Information Survey (LIBGIS II).[1] The NCES Survey of Special Libraries Serving State Governments includes libraries "supported by and/or operated by a State Goverment agency which serve a department(s) or organization(s) within the State Government."[2] Falling within this category are libraries for staff or residents of State-supported institutions such as prisons, hospitals, mental health institutions, youth correctional facilities, and institutions for disabled people. As in the case of the NCES survey of other types of libraries, information is obtained from state institutional libraries concerning their structure, staff, expenditures, and material collections. The involvement of state institutional libraries in literacy education--an appropriate area of services given the characteristics of the resident population--has not been addressed in the NCES surveys, nor has this issue been explored in available literature. This study constitutes therefore an initial attempt to examine, on a systematic basis, the extent and nature of involvement of state institutional libraries in literacy education.

## 2. Library Characteristics

Lists of state institutional libraries were compiled with the assistance of the institutional consultants of the State Library Agencies. A sample of 100 state institutional libraries were subsequently sampled from the compiled lists. The sample was stratified by state and within state by type of state institutional library (e.g., health, corrections, etc.).

Eighty of the 100 state institutional libraries surveyed responded to the questionnaire. The age of state institutional libraries ranged from two years to 45 years. Nearly three-fifths of these libraries (n=45; 56%) are located in rural areas, one-fifth (n=16) are located in urban areas, and one-fifth are in suburban areas. A large percent of the surveyed libraries are affiliated with library systems. Forty-four percent of the libraries (n=38) belong to a state cooperative system of libraries, seven of the libraries (9%) participate in a regional cooperative system, seven others (9%) are affiliated with various systems, and four libraries (5%) constitute part of local systems. All the state institutional libraries serve the residents of their respective instituions. Also served frequently are institutional staff(n=64; 80%). A few (n=3; 4%) of the state institutional libraries serve the community in which they are located as well as other libraries in the area.

Libraries were almost evenly divided in terms of the number of people they serve among the following categories:

- Fewer than 50 people
- 50-99 people
- 200-499 people
- 500-1,000 people
- Over 1,000 people

Approximately three-fifth of the libraries serve populations with eight or fewer years of education (n=46; 48%) and populations with some high school education (n=48; 60%). Thirteen of the libraries (16%) have patrons with high school education, and 10 libraries (12%) serve people with college level educational background. Most of these libraries serve youth (n=50; 63%) and adults (n=67; 84%). Only 11 of the state institutional libraries (14%) list children as their service target population.

The population served by state institutional libraries represents different ethnic groups. While nearly all the libraries have Caucasian and Black clients (99% and 94%, respectively), Hispanic persons are served by 60 percent of the state institutional libraries and Native American people by 54 percent of the libraries. Asian Americans are listed as a service population by fewer than one-fifth of the libraries. Of the populations served, nearly two-fifths (38%) are bilingual.

State institutional libraries have few staff, generally one or two full time equivalent staff. Over one-half of the libraries have full time librarians and over one-quarter have full time para-professional and technical staff. Full time audio-visual specialists, other professional staff and volunteers were reported by six to 13 of the surveyed libraries (8% to 16%). Part-time staff in all library staff categories were reported by fewer than one-fifth of the libraries and included on the average one staff person in each of the categories.

Over one-quarter of the surveyed state institutional libraries (28%) require that their librarians have a Master of Library Sciences or work toward this degree. Approximately one quarter (23%) required a Bachelor of Library Sciences, and the others requested other academic degrees or degrees in education. Librarians employed by state institutional libraries have a variety of specialties. Most frequently librarians have experience and training in the areas of audio-visual materials (n=45; 56%), adult education (n=37; 46%) and reading (n=37; 46%). Other areas of specialization reported by fewer libraries include special education (n=22; 28%), Information and Referral (n-21; 26%), bibliotherapy (n=12; 15%), English as a second language (n=9; 11%), and other literacy-related areas (n=7; 9%). Over one-half (51%) of the state institutional libraries provide in-service training to their staff.

The print and non-print materials owned by state institutional libraries vary considerably in volume and by media. On the average libraries own 5,000 volumes. The number of volumes owned ranges, however, from 400 to 315,000. In terms of audio visual materials, most frequently, state institutional libraries have films, filmstrips and slides (n=55; 69%), sound cassettes (n=55, 60%), and records (n=50; 63%). Other audio-visual materials such as kits (n=20; 36%), video tape cassettes (n=27; 34%), art prints (n=18; 23%), talking books (n=18; 23%) and microform (n=8; 11%) are possessed by fewer libraries. Computer managed instruction packages are least often used by state institutional libraries (n=4, 5%). None of the libraries reported having computer terminals.

Equipment owned by state institutional libraries most often includes tape recorders (n=58; 73%), projectors (n=56; 70%), and record players (n=53; 66%). Viewers (n=32; 40%), video tape recorders (n=25; 31%), microform readers (n=11; 14%), and reader printers (n=4; 5%) were reported by a smaller number of libraries.

On the average, the annual budget of state institutional libraries is small: $3,775. Budgets ranged, however, from $250 to $100,000. Of the 64 libraries (80%) which provided budget information, 44 libraries (55%) reported that they have Federal funds and 52 libraries (65%) reported having state funds. Local funds and funds provided by foundations and donations were reported only by five libraries. Federal funds ranged from $257 to $36,000, with a median of $2,441. State funds ranged from $80 to $92,416, with a median of $3,010.

As with other libraries, state institutional libraries expend the largest portion of their funds on salaries ($900-$75,000; median $16,128; n=38; 48%). Acquisitions account for $6,100 of their budget ($250-$80,000 range; n=65; 31%). Processing costs were reported only by 19 libraries (24%) and were an average of $960.

In terms of changes in their budget, 35 of the libraries (44%) reported that their budget has increased in the last five years, 22 libraries (27%) reported that their budget has not changed, and 16 libraries (20%) faced budget decreases.

Most respondents agreed that state institutional libraries should act as educational institutions (n=69; 86%). Interest in and support of the involvement of state institutional libraries in literacy education were lower. Such interest and support were stronger among library Directors than among Boards of Trustees. Eighteen libraries (23%) reported that their Boards of Trustees are very interested in and strongly support library involvement in literacy education and 16 (20%) libraries reported mild interest and support on part of their Boards of Trustees. Library Directors were more interested and supportive of such a role for their state institutional library. Over one-half of the Directors (n=44; 55%) were highly interested and supportive, and over one-quarter of the Directors (n=22) indicated some level of interest and support. Thirty-five of the 80 state institutional libraries surveyed (44%) are currently involved in the provision of literacy education services.

State institutional libraries whose Boards of Trustees and Directors were not very interested and highly supportive of library involvement in literacy education are significantly less likely to provide literacy education services than libraries with interested and supportive Trustees ($x^2 = 12.78$, $p < .0017$, n=41) and Directors ($x^2 = 14.82$, $p < .006$, n=66).

Three other characteristics are significant in distinguishing state institutional libraries involved in literacy education from those which are not: the library's age, affiliation with a system of libraries, and the provision of in-service training to staff. Generally, older state institutional libraries tended to be involved in literacy education more often than younger libraries ($F=3.32$, $p < .07$, n=80). Similarly, state institutional libraries which belong to a system of libraries tend to engage in literacy education activities more frequently than libraries which do not share resources with other libraries ($x^2 = 12.73$, $p < 03$, $n=69$). Finally, state institutional libraries that provide in-service training to their staff are more likely to be involved in literacy education than state institutional libraries which do not provide such training to their staff ($x^2 = 4.98$, $p < .03$, $n=77$). Thus, commitment to library involvement in literacy education and the availability of resources, either through sharing with other libraries or through in-house training of staff to perform new functions, are significant contributors to the actual involvement of state institutional libraries in literacy education.

## 3. Literacy Education Services Provided by State Institutional Libraries

Thirty-five of the surveyed state institutional libraries are currently involved in literacy education activities (44%), one institutional library was previously involved but ceased its activity due to lack of funding, and 44 libraries have never been involved in literacy education (55%). Length of libraries' involvement in literacy education ranged from one year to 20 years, with an average of six years.

### A. Incentives and Barriers to Library Involvement in Literacy Education

State institutional libraries reported four major reasons for becoming involved in literacy education. The most frequently cited incentive to library involvement has been the need for literacy education expressed by the instituion's residents (n=16; 44%). The library's desire to increase its role and visibility in the institution (n=5; 14%), access to funds for literacy education (n=3; 8%) and availability of library staff with interest, experience and expertise in literacy education (n=4; 11%) are other central reasons state institutional libraries reported.

The reasons reported by state institutional libraries which are not active in literacy education for their non-involvement mirror the reasons for involvement given by the active libraries. The availability of literacy education services through other departments in the institution accounts for the non-involvement of 13 libraries in literacy education (30%). Lack of staff or the inexperience of library staff in literacy education activities were reported by nine of the libraries (21%) as the major reason for their inactivity. Other reasons mentioned by one to five libraries for non-involvement in literacy education are:

- Lack of library funds for the undertaking of literacy education activities;
- lack of interest in or support of library's involvement in literacy education on part of the Board of Trustees; and
- lack of access to the institution by volunteers, tutors and other literacy education staff.

State institutional libraries which are currently uninvolved in literacy education would be motivated to provide literacy education services under one of the following four conditions. These conditions include availability of funds for literacy education (n=13; 29%), expressed need for literacy education by the institution's residents (n=3; 7%), availability of staff and other personnel with interest and experience in literacy education (n=7; 15%), and interest in and support of library involvement in literacy education on part of the Board (n=2; 4%).

## B. Literacy Education Services

State institutional libraries active in literacy education provide, like other types of libraries, a multiplicity of services. Services provided by most of the libraries include the identification, acquisition and maintenance of materials for low level readers (n=32; 89%), the provision of materials and equipment for literacy classes (n=26; 72%), and the provision of space for literacy classes (n=22; 61%). Also provided, although by fewer libraries are:

- Information and Referral services on and to available literacy education programs (n=16; 44%);
- materials and equipment for training literacy education tutors and volunteers (n=13; 36%);
- publicity of literacy education activities conducted by the library or by other providers in the institutions (n=13; 36%);
- one-on-one tutoral services (n=13; 36%);
- identification, acquisition, and maintenance of literacy materials for interlibrary loans (n=11; 31%);
- training of library staff in literacy education activities (n=10; 28%);
- outreach services to individuals or groups in the institution with literacy education needs (n=10; 28%);
- space for training literacy education tutors or volunteers (n=9, 25%); and
- training individuals or staff from other agencies, institutions or community groups in the provision of literacy education services (n=3; 8%).

## C. Populations Served

State institutional libraries involved in literacy education target their activities toward adults (n=15; 42%), youth (n=10; 28%) or a combination of both (n=6; 17%). Only a few of the libraries provide literacy education services to children (n=2). The populations served represent different ethnic groups including, in order of frequency, Black (n=26; 72%), Hispanic (n=18, 50%), Native American (n=18; 50%), and Asian American (n=4; 11%) persons.

Also served by state institutional libraries' literacy education programs are a variety of handicapped persons. The numbers of libraries providing literacy education services to handicapped persons is small, ranging from two to five libraries for the following types of handicapped people: emotionally disturbed, mentally retarded, physically handicapped, mentally ill, visually impaired, and hearing impaired. Two of the libraries also serve geographically isolated populations.

The literacy education services provided by state institutional libraries are mainly directed toward populations with a low educational level. Twenty-two of the libraries (61%) serve populations with eight or fewer years of education and 13 libraries (36%) serve individuals with some high school education. Two libraries serve people who are high school graduates and three libraries provide services to individuals with different educational levels.

The literacy education services to the institutional residents are determined in most cases by the needs expressed by individuals or groups in the institutions (n=27; 75%). Other methods that libraries use to determine needs are an institutional needs assessment (n=18; 50%) and communications with other literacy education providers (n=14; 39%). The first two methods for determining needs are frequently used by state institutional libraries also to identify general library needs. Nearly all of the surveyed state institutional libraries (n=74; 93%) rely on the indication of need by residents and over one-half of the libraries (n=42; 53%) conduct needs assessments.

## D. Library Staff Involved in Literacy Education

State institutional libraries involved in literacy education differ in the professional requirements they have for librarians who provide literacy education activities. Seven of the libraries (19%) require their librarians to have a Master of Library Sciences, eight libraries (22%) want their librarians to have a Bachelor of Library Sciences, and the remaining libraries require academic degrees (n=4; 11%), a degree in education (n=4; 11%), teaching experience (n=6; 17%), or some college work in library sciences (n=2; 5%).

Requirements for para-professional staff also vary. Generally state institutional libraries require their paraprofessional staff to have on the job training and experience (n=19; 53%). Some libraries require specific experience in literacy education (n=6; 17%), or an academic degree (n=8; 22%).

Library staff who participate in the provision of literacy education have had training and experience in literacy related areas such as: audio-visual materials (n=21; 58%), reading (n=20; 56%), adult education (n=15; 42%), Information and Referral (n=13; 36%), special education (n=13; 36%), bibliotherapy (n=9; 25%), and teaching English as a second language (n=6; 17%). Moreover, some of the state institutional libraries provide training to their staff who are involved in literacy education. Such training is provided by nine libraries (25%) to librarians, by eight libraries (22%) to institutional residents who work in the library, seven libraries (19%) train paraprofessional staff, and four libraries (11%) train volunteers involved in the provision of literacy education services.

Given that the number of staff that state institutional libraries have is small, these staff generally seem to engage in the provision of literacy education services as well as in general library services. One-third of the libraries with literacy education services have a librarian who provides literacy education, one-quarter of the libraries have other professional staff involved in this area of service, and approximately one-fifth have paraprofessional staff and technicians active in literacy education. Only three of the libraries use volunteers for this purpose. Generally, staff assigned to literacy education activities spend 20 to 40 percent of their time in literacy services.

## E. Literacy Education Materials and Equipment

The types of materials and equipment used by state institutional libraries in literacy education reflect the array of audio-visual materials and equipment these libraries possess. As in the provision of general library services, state institutional libraries use most frequently films, filmstrips and slides (n=29; 81%), sound cassettes (n=23; 64%), projectors (n=28; 78%), tape recorders (n=23, 64%), and record players (n=19; 53%) in providing literacy education services. Also used, but in lower frequency are the following audio-visual materials and equipment:

| Audio-visual Materials | No. of Libraries (N=35) | Percent of Libraries |
|---|---|---|
| Records | 16 | 44 |
| Kits | 14 | 39 |
| Video Tape Cassettes | 13 | 36 |
| Art prints | 8 | 22 |
| Talking books | 6 | 17 |
| Microform | 3 | 8 |
| Computer managed instructional packages | 2 | 6 |
| Educational games | 2 | 6 |

| Equipment | No. of Libraries (N=35) | Percent of Libraries |
|---|---|---|
| Videotape recorders | 18 | 50 |
| Viewers | 15 | 42 |
| Microform readers | 3 | 8 |
| Computer terminals | 2 | 6 |
| Reader printers | 1 | 3 |
| Reading machines | 1 | 3 |

For purposes of identifying and selecting literacy education materials and equipment, state institutional libraries consult with State Library Agencies (n=25; 69%) and with Adult Basic Education personnel (n=16; 44%). Few libraries also consult with teachers and other educational staff (n=5; 14%), and with LVA or Laubach representatives (n=1).

To familiarize institutional residents who participate in the library's literacy education program with the available literacy related materials and equipment, state institutional libraries use various methods. Students become familiar with these materials and equipment through their literacy tutors (n=13; 36%), displays and advertisements (n=9; 25%), orientation sessions (n= 6; 17%), word of mouth (n=6; 17%) and referrals (n=3; 8%).

## F. State Institutional Library Involvement in Cooperative Literacy Education Activities

Of the 35 state institutional libraries active in literacy education, 20 libraries (57%) participate in cooperative literacy efforts. As with other types of libraries, state institutional libraries cooperate with a variety of organizations. Most often state institutional libraries cooperate with literacy related Federal programs, educational institutions and other state or local agencies. In contract to public libraries, only three of the state institutional libraries cooperate with literacy volunteer associations, as demonstrated in the table below:

| Organizations Cooperating with State Institutional Libraries | No. of Libraries (N=20) | Percent of Libraries |
|---|---|---|
| Federal literacy programs | 15 | 75 |
| Right to Read (1) | | |
| Adult Basic Education (6) | | |
| CETA, VISTA (1) | | |
| State and local agencies | 13 | 65 |
| Educational Institutions | 10 | 50 |
| Elementary schools (5) | | |
| Secondary schools (7) | | |
| Postsecondary institutions (4) | | |
| Adult education (1) | | |
| Other divisions in the institution | 8 | 40 |
| Other institutions | 2 | 10 |
| Literacy volunteer associations | 3 | 15 |
| Ethnic or bilingual groups | 1 | 5 |

State institutional libraries cooperate, on the average, with three other organizations. The average period of cooperation is 6.5 years, with reported periods of cooperation ranging from one year to 20 years. The cooperative effort was initiated by the library in 40 percent of the cases and either by the organization or by other community groups in the remaining cases. Reasons for cooperation reported by state institutional libraries were similar to those indicated by public libraries. On part of the state institutional libraries, motivations included the recognition of the need for literacy education and the potential to increase program support and resources through cooperation. On part of the cooperating organizations, the recognition of and desire to use the library's resources and share financial burdens are major motivations.

As in the case of public libraries, the cooperative effort served as the basis for most of the state institutional libraries to become involved in-literacy education. Furthermore, most of the organizations with which the state institutional libraries cooperate have had experience in literacy education prior to the cooperative effort. Only seven (35%) of the state institutional libraries had literacy education programs prior to cooperation compared to 65 percent of the cooperating organizations.

The cooperation between state institutional libraries and other organizations is conducted in a manner similar to that of public libraries. The cooperation is largely informal. Its informality is reflected in the fact that only eight of the libraries have written plans and that 16 libraries communicate informally with their cooperative organizations mostly on an as needed basis. Decisions concerning the cooperative effort are carried out most often by consensus and require the approval of an institution's official.

Cooperating organizations are responsible for all literacy education program aspects except for client tutoring. Most often organizations cooperating with state institutional libraries identify, select, purchase or provide materials and equipment for the literacy education programs, least often they provide space and conduct the intake of clients, as shown in the table below.

| Functions Performed by Cooperating Organizations: | No. of Libraries (N=20) | Percent of Libraries |
|---|---|---|
| Purchase of materials | 17 | 75 |
| Provision of materials | 13 | 65 |
| Identification and selection of materials | 12 | 60 |
| Provision of equipment | 12 | 60 |
| Client/patron identification | 10 | 50 |
| Administration of client tests | 10 | 50 |
| Provision of client support services | 10 | 50 |
| Coordination of cooperative activities | 6 | 30 |
| Tutor training | 6 | 30 |
| Provision of space for tutor training | 5 | 25 |
| Client/patron intake | 4 | 20 |
| Provision of space for client tutoring | 3 | 15 |

Only four of the state institutional libraries reported difficulties in their cooperative efforts. Similarly to public libraries the areas of difficulty included insufficiency of literacy education funds, unavailability of staff and staff inexperience in literacy training; difficulities due to differences in the policies and priorities of the cooperating groups, and the unavailability of staff time to better plan and coordinate the cooperative effort.

## G. Relationship with Federal and State Agencies

Relationships with Federal and state agencies regarding literacy education have been maintained by a relatively small number of the libraries which are involved in literacy education. Fourteen of the libraries (39%) have requested information from state and Federal agencies including State Library Agencies (n=9; 25%), Departments of Education (n=4; 11%), Adult Basic Education (n=3; 8%) and Reading is Fundamental (n=2, 5%). Sixteen of the libraries (44%) also reported that they sought assistance from their respective State Library Agencies in preparing grant applications for literacy funds. In the majority of cases (n=29; 81%), the State Library Agencies are aware of the involvement of state institutional libraries in literacy education.

## H. Literacy Education Budget and Funding Sources

Literacy education budget information was reported only by 21 of the state institutional libraries involved in literacy education (58%). On the basis of the data reported by these libraries the average literacy education budget of state institutional libraries is $1,097; approximately one-third of the median annual budget of the surveyed state institutional libraries. The reported literacy education budgets ranged considerably from $44 to $40,000.

Federal and state funds comprise the literacy education budget for most of the libraries providing these data. Federal funds ranged from $44-$25,000 with $1,900 as the median (n=12). State funds ranged from $44-$24,000 with $1,250 as the median (n=16). Local funds and institutional funds were reported by two to five libraries ranging from $250-$25,000.

One-half of the libraries have had Federal start-up funds. Federal funds have been maintained for an average of five years, and account for one-half of the literacy education funds that state institutional libraries have.

In the last five years, the literacy education budget of over one-quarter of the state institutional libraries has increased (n=10); one fifth of the libraries experienced reductions in their budget; (n=6) and two-fifth of the libraries reported that their literacy budget has not changed.

## I. Difficulties Experienced by Libraries in the Provision of Literacy Education Services

The most prevalent difficulty encountered by state institutional libraries involved in literacy education is in the area of funding (n=17; 48%). Six of the libraries experienced difficulties in obtaining start-up funds (17%) and 11 libraries reported difficulties in obtaining continuation funds (31%). Defining the library's role in providing literacy education services (n=9; 25%), in obtaining institutional support (n=4; 11%) and autonomy in policy making with regard to literacy education (n=4; 11%) have been identified as another area of difficulty. Limited resources accounted for the third area of difficulty. This problem area was manifested by difficulties in identifying and securing the services of trained tutors (n=6; 17%), and in lack of access to outside resources (n=3; 8%).

The difficulities experienced by state institutional libraries in the provision of literacy education services affected all literacy education program aspects, including the availability of staff (n=13; 36%), materials and equipment (n=13; 36%), facilities and space (n=6; 17%). The lack of access to resources, on the other hand, increased the need for in-service training to staff (n=7; 19%) and cooperation with other providers of literacy education in the community and the state (n=2; 6%).

## 4. Summary

### A. General Library Characteristics

The characteristics of surveyed state institutional libraries--age, location, size of institution, affiliation with a library system, staff characteristics, populations served, materials and equipment, annual budget, and funding sources--are summarized in the matrix below.

### State Institutional Library Profile Matrix

### General Library Characteristics

N=80

| | |
|---|---|
| Library Age | The age of the state institutional libraries ranged from one year to 45 years. |
| Location | The state institutions are mostly located (60%) in rural areas; 20% are located in urban areas, and 20% in suburban areas. |
| Size of Institution | State institutions were almost equally distributed among five size categories. These size categories ranged from "50 residents or fewer" to "over 1,000 residents." |
| Affiliation with a Library System | Forty-four percent of the libraries belong to a state cooperative system of libraries. A few of the libraries are affiliated with local or regional library systems. |
| Staff Characteristics | State institutional libraries generally have one or two full-time equivalent staff; only one-half of the libraries have librarians, and one-quarter have paraprofessional staff.<br>Masters of Library Science is a requirement for librarians only in one-quarter of the libraries. |
| Populations Served | State institutional libraries serve staff and residents. Residents served include mostly ethnically heterogeneous youths and adults. Nearly two-fifths of the libraries also serve bilingual residents. The majority of the institutions have residents with some high school education. |
| Materials and Equipment | State institutional libraries have 5,000 volumes on the average. Most also have a range of audio-visual materials and equipment, including films, sound cassettes, records, tape records, projectors and record players. |

| | |
|---|---|
| Annual Budget | The median annual budget reported by state institutional libraries is $3,775. The budgets ranged however from $250 to $100,000. |
| Funding Sources | Over one-half of the libraries have Federal and State funds. The average amount of Federal funds is $2,441 and the average amount of State funds is $3,010. |

## B. Library Involvement in Literacy Education

The involvement of state institutional libraries in literacy education is presented in terms of library characteristics, extent and length of involvement, incentives and barriers to involvement, staff characteristics, services provided, populations served, materials and equipment, cooperation in literacy education, budget and funding sources, and difficulties encountered in providing literacy education services.

### State Institutional Library Involvement in Literacy Education

### Summary Matrix

N=36

| | |
|---|---|
| Characteristics of Libraries Involved in Literacy Education | State Institutional libraries involved in literacy education tend to have the support of their Board and Director for library involvement in this area of services. These libraries also tend to be older, to be affiliated with a library system, and to provide in-service training to their staff. |
| Extent of State Institutional Libraries Involvement in Literacy Education | Over two-fifths of the state institutional libraries surveyed are involved in literacy education. |
| Length of Involvement | Libraries have been involved in literacy education six years on the average (median). Periods of involvement ranged from one year to 20 years. |
| Incentives and Barriers to Library Involvement in Literacy Education | The existence of a need for literacy education was reported as the main incentive for library involvement, followed by the desire to increase the library's visibility, and availability of funds and of staff experienced in literacy education. |

| | |
|---|---|
| | Barriers to involvement were the availability of literacy education services from other providers, and the unavailability of staff experienced in literacy education. |
| Staff Characteristics | Given the small number of staff state institutional libraries have, these staff also devote some of their time to the provision of literacy education.<br>Generally libraries require an academic degree and a literacy related area of specialization from the staff involved in this area of service. |
| Literacy Education Services Provided by Libraries | State institutional libraries involved in literacy identify and provide literacy materials for residents, materials and equipment for literacy education classes, and space for classes. Tutoring and training of tutors is provided by one-third of the libraries. |
| Populations Served | State institutional libraries provide literacy education to ethnically heterogeneous youths and adults with eight or fewer years of education or with some high school education. |
| Materials and Equipment Used in Literacy Education | In identifying and selecting literacy education materials, libraries consult with State Library Agencies and with Adult Basic Education experts.<br>In addition to print materials, over one-third of the libraries also use records, kits, videotape cassettes, videotape records, and viewers. |
| Library Participation in Cooperative Literacy Education Efforts | Over one-half of the libraries cooperate with other organizations--three organizations on the average--in literacy education. Libraries usually cooperate with Federal programs, educational institutions, and State or local agencies for six years on the average.<br>In cooperating with organizations experienced in literacy education, libraries can undertake a new area of service.<br>Cooperation is largely informal. Cooperating organizations are responsible for all program aspects exclusive of space provision, client intake, and turoring. |

| | |
|---|---|
| Literacy Budget and Funding Sources | On the average, libraries use $1,097 for literacy education. Literacy budgets ranged from $44 to $40,000.<br>Over one-third of the libraries reported Federal start-up and continuation funds and State funds. Libraries have maintained Federal funds for an average of five years. |
| Difficulties Experienced in Providing Literacy Education | Unavailability of funds for literacy education and defining the library's role vis-a-vis this area of service are the major areas of difficulties encountered by state institutional libraries. |

## References

[1] The Survey of Special Libraries Serving State Governments is one of the Library General Information Surveys (LIBGIS II) conducted by NCES. NCES also surveys public libraries, public school libraries, and higher education libraries.

[2] This definition is presented in the NCES Survey of Special Libraries Serving State Governments, Fiscal Year 1977, p. 7; NCES Form 2394-2.

# CHAPTER VI: LIBRARIES WITH EXEMPLARY LITERACY EDUCATION PROGRAMS: A COMPOSITE PROFILE

## 1. Introduction

While the state-of-the-art survey of libraries and agencies provides aggregate data on the major issues relating to the extent and nature of libraries' involvement in literacy education, a more in-depth study of libraries whose literacy education programs were nominated as presenting best practice was conducted. This aspect of the study, which sought to examine in greater detail and depth literacy education programs in libraries, includes seven libraries. The seven libraries were selected from a pool of 20 libraries nominated as having "exemplary" literacy education programs. The selected libraries represent the types of libraries surveyed, i.e., public libraries, public school libraries, community college libraries, and state institutional libraries. Furthermore, the libraries were chosen from different regions and exhibit, different approaches to involvement in literacy education. Two day site visits were conducted to the selected libraries and a comprehensive set of data and documents concerning each library and its literacy education program features was obtained, using a methodology described in detail in Chapter I.

The libraries selected for case study include:

1. Public Libraries
    - The Philadelphia Free Library
    - Los Angeles County Library
    - Nicholson Memorial Library
2. Public School Library
    - Glenridge Junior High School
3. Community College Library
    - Montgomery County Community College
4. State Institutional Library
    - Virginia Rehabilitative School Authority
5. Non-Profit Agency Cooperating in Literacy Education
    - Northern Pueblo Agency Learning Resource Center

The profile of each of the seven libraries is presented in Appendix D.

The chapter examines the seven libraries in terms of commonalities and differences, in an attempt to create a composite profile of libraries whose involvement in literacy education resulted in the establishment of an exemplary program.

## 2. Library Characteristics

The seven libraries vary greatly in their locational characteristics, size, structure, staff composition, materials collections and equipment. In addition to regional variations, the libraries are located in areas ranging from inner-city, urban environments (e.g., Philadelphia Free Library) to rural, geographically remote locations (e.g., Northern Publeo Agency Learning Resource Center), and include suburban areas (e.g., Glenridge Junior High School Library and Montgomery County Community College Resource Center), a mixture of inner-city, industrial, suburban, and rural communities (e.g., Los Angeles County Library), and institutionalized populations (e.g., Rehabilitative School Authority).

The populations served by the seven libraries are highly heterogeneous and vary both within and across libraries. The largest population is served by the Philadelphia Free Library and the Los Angeles County Library. The smallest population is served by the Northern Pueblo Agency Learning Resource Center. The Philadelphia Free Library area of service is demographically heterogeneous including poor and socially isolated groups, recent immigrants, and middle class and upper middle class professionals. The Los Angeles County Library serves 91 communities with high proportions of Asian and foreign born populations. The student population of the Montgomery County Community College is varied too, including inner-city students with low educational achievement, recent immigrants and a large group of foreign students. Heterogeneity is also present in the Glenridge Junior High School student body combining white and Black working class families with students bused from distant neighborhoods. The Rehabilitative School Authority (RSA) and the Nicholson Memorial Library, however, provide services to a more heterogenous population. The RSA, for example, serves a diverse group of individuals of different races and ages, the only commonality being that they are all male and prisoners. Similarly, the Nicholson Memorial Library encompasses middle class white Americans, poor Blacks, and the Spanish speaking who are illiterate in their own language, as well as highly educated Eastern Europeans who only need to speak English well enough to pass U.S. licensing requirements to pursue their occupations as physicians, lawyers, and teachers. The populations served by the Northern Pueblo Agency Learning Resource Center, are homogeneous and consist of Native American students from several Pueblo tribes with similar heritages.

The seven libraries also differ in size and structure. The Los Angeles County Library has 91 regional and community library branches followed by the Philadelphia Free Library which contains three regional libraries and 48 branches. The Nicholson Memorial Library, a third public library, has only two branches. The Glenridge Junior High School Library and the Montgomery County Community College Resource Center are self contained. The Norther Pueblo Agency Learning Resource Center and the Virginia Rehabilitative School Authority extend their services to 17 correctional facilities and to five schools, respectively.

Five of the libraries follow a similar organizational structure. In addition to directorship positions and central administrative staff, each of the libraries has several divisions. For instance, the Philadelphia Free Library's divisions include Processing, Public Services, Administrative Services, and Extension Services. The Los Angeles County Library has three divisions of Public Services, Technical Services and Administration. Technical Services and Administrative Services are the two major divisions of the Nicholson Memorial Library. The Virginia Rehabilitative School Authority has a Finance/Administration and an Education division, while the Montgomery County Community College Resource Center has two major units: a library and a resource center composed of a Learning Lab, Testing Center, Film Lab and a Video Lab.

The number, organization, and categories of staff exhibit considerable variation as well. The Philadelphia Free Library, the Los Angeles County Library, and the Virginia Rehabilitative School Authority have a large number of staff. The Philadelphia Free Library employes 291 librarians, 524 para-professionals and technicians, and 168 maintenance workers. Similarly, the Virginia Rehabilitative School Authority has a staff composed of 226 instructors, 29 aides, and 15 librarians. These staff work in the correctional facilities or are affiliated with 29 correctional field units which serve the populations of the smaller facilities. The staff of the other libraries is considerably smaller. The Glenridge Junior High School Library employs a librarian and an aide, while the Montgomery County Community College Resource Center has in addition to the Director, a librarian, four teams (e.g., materials team, learning lab team, instructional technology delivery team, and a general instructional support group), part-time instructional aides, and students who serve as tutors.

Collections of both print and non-print materials are avilable at the seven libraries. The size and focus of the collections differ across libraries. The Philadelphia Free Library and the Los Angeles County Library have large print (three million and four and one-half million volumes, respectively) and non-print collections. The Los Angeles County Library and the Virginia Rehabilitative School Authority also have special collections reflecting the characteristics of the populations they serve, such as bilingual collections or collections of paperbacks and periodicals, while the Montgomery County Community College Resource Center has an extensive range of audio visual materials and equipment and has organized its space and facilities to maximize their use.

The emerging composite profile of the seven libraries in terms of their locational, size, staff and organizational characteristics clearly demonstrates great variance. Similar variance and uniqueness are also evident when the seven libraries are compared with regard to their involvement in literacy education.

## 3. Libraries' Involvement in Literacy Education

### A. Reasons for Involvement in Literacy Education

The need for literacy education services and the library's desire to increase its visibility in the institution(s) it serves or in the community constitute the major incentives for the involvement of the seven libraries in literacy education. While the need for literacy education services was reported across libraries, it constituted the central incentive for the Northern Pueblo Agench Learning Resource Center, the Montgomery County Community College Resource Center, and the Los Angeles County Library. The Northern Pueblo Agency Learning Resource Center became involved in literacy education as a result of the needs of the area schools for such services, and the inability of the schools to purchase the necessary materials and equipment. Due to the distance among the schools and their geographically remote locations, the schools could not share materials or equipment. The Center had subsequently become a repository of materials, extending services to each of the five schools. Similarly, the Montgomery County Community College Resource Center began its literacy education program in 1974 in response to the needs of its increasing foreign student populations. The demographic changes which took place in the Los Angeles county, the influx of immigrants and of a large Hispanic population and evidence of decreasing reading scores motivated the library to provide literacy education services.

The Nicholson Memorial Library and the Glenridge Junior High School Library saw involvement in literacy education as a means to increase the library's visibility and expand its role as well as its clientele. The Glenridge High School Library wanted to involve the library in all aspects of school life and be responsive to all school needs as an information resource and center for curriculum-related activities. The Nicholson Memorial Library regarded such involvement as particularly appropriate in light of a 1974 needs assessment indicating need for assistance in the GED and vocational skill upgrading areas.

Library and agency commitment to improve the educational skills of its constituency motivated the Philadelphia Free Library to provide literacy education classes in the 1920s and 1930s and since the 1960s. A similar mandate was also indicated by the Virginia Rehabilitative School Authority.

While the seven libraries became involved in literacy education in response to needs of their constituencies, library undertaking of this area of service was largely due to the interest of individual library staff members in literacy education and their personal commitment to the initiation and establishment of these services as a priority area, regardless of the degree of support expressed by the Board or by the library Director.

## B. Literacy Education Services Provided

Overall, the seven libraries provide space and facilities, materials and equipment, and tutoral services. However, the scope of the literacy education services the libraries provide, the focus of these services and their approaches to literacy education are unique to each. The literacy education services provided by each library are briefly presented in the following matrix.

| Library | Literacy Education Services |
|---|---|
| Philadelphia Free Library | The literacy education program focuses on the:<br>• development of comprehensive materials collections and support services for adults and young adults with low reading skills;<br>• provision of space, coordination services, and materials for literacy education in 22 library sites;<br>• publicity of literacy education services through two newsletters and a multi-media campaign; and<br>• provision of 2,290 individual classes to 32,000 clients. |
| Los Angeles County Library | The program has four literacy centers, serving about 9,000 clients in basic skills improvement. The program is both centralized and responsive to local needs, relying heavily on bilingual librarians and instructors. Each center is staffed by one member who tutors, trains, and supervises aides.<br>The program focus is on English as a Second Language, and on the improvement of basic skills, through:<br>• provision of tutorial services based on individual self-paced sessions with totor's periodic input; and<br>• acquisition of materials for specific populations in consultation with language and ethnic experts. |
| Nicholson Memorial Library | The program serves approximately 100 clients monthly, who come to the literacy center on a self-selected basis. The program focuses on:<br>• instruction on an individualized self-paced basis as preparation for the GED examinations;<br>• instruction in English as a Second Language to clients with different levels of basic skills; and<br>• publicizing available literacy education services through a multi-media campaign. |

| Library | Literacy Education Services |
|---|---|
| Glenridge Junior High School Library | The program is geared toward the provision of information and the improvement of students' reading skills through the:<br>• enrichment of school curriculum; and<br>• educating students in the effective use of the library (e.g., research procedures). |
| Montgomery County Community College Resource Center | The Center's involvement began through the Communications for International Students program designed for improving the English language skills of foreign students. The program serves approximately 140 students each semester. Focusing on the use of audio-visual materials and equipment, the program also provides instructional services to English speakers with low basic skills. In addition to instruction the program provides services related to the:<br>• identification and acquisition of literacy materials;<br>• publicity of services;<br>• production of literacy related videotape programs; and<br>• testing services. |
| Virginia Rehabilitative School Authority | The Authority provides a range of literacy education services geared to the particular needs of the facilities residents including:<br>• information and materials;<br>• testing services at entry and referral to an appropriate program;<br>• development of three pre-postsecondary programs;<br>• individual and group instruction; and<br>• personal counseling services. |

| Library | Literacy Education Services |
|---|---|
| Northern Pueblo Agency Learning Resource Center | The program focuses on language arts and reading and has become an integral part of the schools' curriculum planning, information sharing, and use of special materials. Services provided include:<br>• identification, acquisition and maintenance of literacy related materials;<br>• needs assessments to determine teacher-identified unmet needs;<br>• reference services; and<br>• publicity and dissemination of teacher developed materials. |

## C. Exemplary Literacy Education Services

A range of exemplary literacy education services were identified among the seven libraries. These services represent various aspects of the libraries' literacy education programs, but not any of the programs in its entirety. The variance in the types of services identified as exemplary resembles, in its scope, the variance in the characteristics and structure of the libraries and in their approaches to literacy education. Most of these exemplary literacy education services are unique to the individual library. In fact, these services are a direct outcome of the particular environment in which the libraries operate, and are highly responsive both to the needs of the population served and to the libraries' resources.

In spite of the variance and uniqueness of the libraries, common patterns of exemplary practices are evident.

Library responsiveness to the demographic and physical environment and the ability to adapt and tailor services to changing population needs while operating effectively within available resources constitutes a phenomenon that transcends the differences among the seven libraries. Another common pattern of exemplary practices and services includes the personal commitment that library staff have exhibited toward library involvement in literacy education. Such personal commitment constituted a major incentive to the Philadelphia Free Library, the Los Angeles County Library, and the Nicholson Memorial Library to become involved in literacy education. Personal commitment of staff to the development of a literacy education program was particularly critical in the Los Angeles County Library where neither the State Library Agency nor the Board of County Supervisors supported the program initially. Moreover, without personal commitment to the program, the programs would not have been retained in light of the funding and staff cutbacks these libraries have experienced. For instance, the Philadelphia Free Library has experienced massive cutbacks which resulted in extensive personnel reallocations and discontinuation of some services. However, in order to retain literacy education services, key administrators both reorganized the services and undertook additional responsibilities.

Adding to the personal commitment of library staff to library involvement in literacy education is libraries' perception, and consequently treatment, of *literacy education as a priority area of services*. The manifestation of the priority status of literacy education lies both in the integration of literacy education services into the "regular" library functions and in the retainment of literacy education services in spite of cutbacks in funding. For example, in the Los Angeles County Library funds and staff time for literacy tutorals, materials and equipment and facilities have been built into and absorbed by the library's regular operating budget to such an extent that the amount the library expands on literacy education cannot be specified. The integration of literacy education services into the library's daily operations occurred as a result of discontinuation of State funds. However, because the literacy education program is considered a vital service by the county librarian and by other top administrators the library institutionalized the program.

Consistent with the responsiveness and commitment of libraries to literacy education is the *proactive character of their practices and their outreach efforts*. Contrary to the more passive approach that libraries have traditionally taken in seeking new clients or in responding to changes in need, these libraries have recognized the need "to get out of the library" and to more aggressively identify needs and provide appropriate services in the community or organization. For instance, the Glenridge Junior High School librarian tried to make the library an integral part of every aspect of school life by closely working with the teachers to determine needed support, by initiating and implementing the learning stations concept, and thus turning the library into a "continued" class room where every teacher spends one day a week. The libraries' active outreach is physically manifested in the Northern Pueblo Agency Learning Resource Center's approach to serve five geographically remote schools which could not previously, due to distance, share materials and services.

Realizing the need "to get out of the library" in order to expand the served population and provide responsive services is further manifested in the libraries *extensive use of cooperative efforts*. Engagement in cooperative efforts is highly advantageous to libraries: it allows the libraries to do what they can do best while integrating other services into the program and facilitates the effective utilization of funds and staff resources. For example, the Virginia Rehabilitative School Authority was able to increase its permanent staff through cooperation with the State Education Agency, the State Library Agency, and the Department of Corrections. The institutional consultant of the State Library Agency assists the Rehabilitative School Authority in identifying and interviewing librarians, provides in-service training to library staff, and manages their materials budget. Similarly, the Philadelphia Free Library cooperates with agencies providing literacy training and tutorial services, services not provided by library staff: the Philadelphia School District and the Laubach Center for Literacy. While these two agencies provide the tutorial services, the library provides space, facilities, materials and equipment. Through participation in a cooperative effort with CETA the Nicholson Memorial Library was able to expand its materials and instructional strategies and utilize computer assisted instruction packages in its range of literacy services. Thus, libraries' sensitivity and responsiveness to their environment is also manifested in the libraries use of community and state resources to obtain funds, share information and expand services.

The use of print and non-print materials and communications technology and the ability of libraries to deal effectively with resource limitations are also evident across libraries. However, the approaches employed by the libraries in resource utilization are unique to each. The primary strategies of resource utilization are briefly described below. These include:

- program planning and management,
- staff development, and
- use of materials and equipment.

Program Planning and Management. While libraries like the Philadelphia Free Library, the Los Angeles County Library and the Nicholson Memorial Library were able to sustain literacy education services in spite of cutbacks in funds and staff, the Montgomery County Community College Learning Resource Center is unique in its maticulous planning and program management. Using five year plans, the Learning Resource Center projects growth rates and determines efficient resource allocations. The strong planning component is evident in careful materials and equipment purchases and in the design of facility space. For example, the Learning Resource Center has not yet invested in computer-based instruction materials or equipment since it expects further technological advances in this area in the near future. Moreover, before purchasing new materials or equipment, all maintenance costs, cost-effectiveness, and longevity of the product are carefully assessed. Careful planning of the Center itself is evident. The Center was designed with input from the Director based on projections of space needs. Another result of the careful and effective planning and management strategies is the Center's stable funding. The Center is funded by the college. Despite fund reductions experienced by many of the college departments, the Center's budget has increased, services have expanded, and the number of clients has grown. This is attributed to the Center's zero-based budgeting system which resulted in strict accountability and cost efficiency in all areas of operation.

Staff Development. The commitment of staff to library involvement in literacy education is common across the seven libraries. However, the extent to which all library staff are involved in the literacy effort in the Los Angeles County LIbrary is unique. The daily involvement of all library staff in literacy education corresponds to the integration of the literacy education program into the routine library operations. Such intensive staff involvement has been accomplished through formal and informal staff development activities manifested in frequent workshops and in-service training in literacy related issues and in communications and information sharing among administrators, tutors, librarians, and support staff. Two types of training have been provided: training to sensitize all library staff to the needs and problems of new or low level readers and tutor training. The first type of training strengthened cooperation among all staff categories and increased the cohesiveness of the program. The library also undertook the training of tutors (non-library staff) in available materials and their orientation to the library's literacy effort. This type of training was provided in addition to the Laubach or Right-to-Read training, and increased the cooperation and effectiveness of the working relationship between the tutors and the library staff.

Use of Materials and Equipment. The print and non-print collections of the seven libraries is particularly geared to the interests and needs of the populations served. The "responsiveness" of the materials is reflected in the case of the Virginia Rehabilitative School Authority in the materials selection policy and subsequently in the materials made available to inmates. The Authority's collection has a large number of periodicals and paperbacks since this form of literature appears to be most attractive to inmates. A similar orientation is also present in the Northern Pueblo Agency Learning Resource Center's materials. The Center tried to develop a program and materials collection that would be suited to the characteristics of the Native American children, their parents and their tribes, taking into account the rich cultural heritage and bilingual nature of the population.

In addition to the sensitivity and responsiveness manifested by the libraries to the interests and needs of specific population groups, the comprehensive materials collections of the Philadelphia Free Library and the use and maintenance of audio-visual materials and equipment by the Montgomery County Community College Resource Center are unique.

The literacy related materials collection of the Philadelphia Free Library consists of a demonstration collection for inspection by literacy tutors, and a distribution collection which contains multiple copies for use by clients. The collections, mostly print, make extensive use of low cost items such as paperbacks, pamphlets, manuals, and workbooks in a vareity of content areas. The distribution collection serves the different literacy education efforts in the Philadelphia area. The materials collection also includes a periodically updated bibliography of all materials in the demonstration collection. This bibliography constitutes one of the most complete literacy bibliographic resources nationally. Also related to the materials collection is a quarterly newsletter--PIVOT--devoted to issues and materials relevant to adult literacy.

Contrary to the heavy emphasis on print materials by the Philadelphia Free Library's Reader Development Program, is the Montgomery County Community College Resource Center's focus on the use of multi-media in literacy education. The use of multi-media is reflected in the Center's structure (Film Lab, Video Lab) and built-in equipment, in the extensive use of videotape in communications and language instruction, in the wide range of audiovisual equipment acquired by the Center, and in the use of a general instructional support team composed of an electronics technician and a senior clerk to upkeep the equipment, and a team of full-time instructional technology aides available to transport and operate equipment in any campus location.

## D. Difficulties Encountered in the Provision of Literacy Education

Four of the seven libraries selected for case studies have encountered serious funding and staff cutbacks. The discontinuation of funds used by the libraries in literacy education, necessitated the reorganization of the literacy education program both in terms of staff responsibilities and range of services in the Philadelphia Free Library, the Los Angeles County Library, and to a lesser extent in the Nicholson Memorial Library, while the Northern Pueblo Agency Learning Resource Center had to limit the program's growth. Libraries, in particular the Los Angeles County Library and the Nicholson Memorial Library, were also affected by the discontinuation of funding to agencies or Federal programs with which they cooperated.

Discontinuation of funding largely resulted in budget cuts for materials purchase, extension services to institutions like health and correctional facilities, and the use of bookmobiles. Reduction in the number of staff composed another area affected by funds discontinuation. The reduction in the number of staff limited some of the available literacy services on one hand, and increased the responsibilities and work load undertaken by retained staff on the other hand.

The commitment of key staff to library involvement in literacy education due to their perception of literacy as a priority area has manifested itself continuously. Such commitment was evident in the initiation and development of the literacy program, throughout its implementation, and particularly during periods of difficulty threatening its survival. The libraries' ability not only to sustain the literacy education programs, but also to retain their scope and quality are exemplary in themselves.

A detailed description of each of the seven libraries is presented in Appendix D.

# CHAPTER VII: NON-PROFIT AGENCIES COOPERATING WITH LIBRARIES IN LITERACY EDUCATION

## 1. Introduction

Cooperation between libraries and other community based agencies and organizations in the provision of literacy education services constitutes as increasingly common phenomenon. Reports on agencies cooperating with libraries in literacy education (McDonald, 1966)[1] identify Literacy Volunteers of America, Aid to Dependent Children, public media programs, Right to Read, Parent-Teacher Associations, church and civic groups, and health and welfare agencies as examples of the range of cooperative agencies. Recognizing the strategic benefits of library cooperation in community based literacy education efforts and realizing the reluctance of libraries to become involved in a "new" area of service, the Appalachian Adult Education Center (AAEC) developed four models for the planning and implementation of cooperative literacy programs involving libraries (AAEC, 1973).[2]

The issue of library participation in cooperative literacy education programs has been extensively investigated in this study. Data on such cooperative efforts were obtained not only from the various types of libraries surveyed but also from agencies which cooperate with libraries in the provision of these services.

Since the cooperative effort is decided upon and implemented between individual libraries and the respective agencies, data on agencies cooperating with libraries are not readily available. State Library Agencies were contacted for assistance in identifying such agencies. Of the 50 SLAs contacted, only 37 SLAs were able to identify cooperating agencies. A sample of 100 agencies stratified by state and type of agency was selected. Approximately 50 agencies responded to the survey. Of the responding agencies 40 cooperate with libraries in literacy education. This chapter focuses on these 40 agencies.

## 2. Agency Characteristics

The agencies included in the analysis vary greatly in their location, size, age and service area. Of the 40 agencies, 13 are public agencies (33%), 26 are private agencies (65%), and one agency did not identify itself as public or private. Six among the private agencies are volunteer organizations. The surveyed agencies range in age (1-65 years) with 10 years as the median age. Variation is also present in their geographic location: 15 agencies are located in urban areas (38%), nine in suburban areas (23%), three in rural areas (8%) and four agencies (10%) serve populations located in different combinations of urban, suburban and rural areas. The agencies also differ in the primary services they provide. Some of the agencies have multiple service areas including.

| | No. of Agencies (N=40) | Percent of Agencies |
|---|---|---|
| Literacy Education | 17 | 43 |
| Health | 12 | 30 |
| Education | 8 | 20 |
| Employment | 6 | 15 |
| Advocacy | 6 | 15 |
| Welfare | 5 | 12 |
| Legal Aid | 1 | 3 |

The agencies' annual budget ranged in size as well as in funding sources. Thirty agencies provided budget information. Agencies' budgets ranged from $100 to $5,000,000, with a median budget of $44,000. Eleven of the agencies (28%) identified Federal funding in the range of $75-$971,930, with a median of $42,000. State funding, also reported by 11 agencies (28%) ranged from $75-$300,000 with a median of $5,100. Local funds, recorded by 12 agencies (30%) ranged from $1,546 to $411,930 with a median of $14,050. Agencies also identified other funding sources such as private foundations (9 agencies) and donations and gifts (11 agencies). Funding provided to 19 agencies by these sources represented a considerable range as well, from $200 to $300,000 with a median of $2,150.

### 3. Agency Involvement in Literacy Education

Thirty-seven of the 40 agencies are currently involved in literacy education. Length of agency involvement in the area of literacy varies greatly. Most agencies have been active in this area fewer than 25 years*, with a median of nine years. Thus, most agencies became involved in literacy soon after their establishment. Incentives to agencies' involvement in literacy education are similar to those which motivated libraries to provide literacy education. Involvement in literacy education was, for the majority of the agencies, a result of an expressed need by local community groups, agencies or institutions (n=19, 48%) or of agency staff awareness of clients' literacy education needs (n=7; 18%). Requests for agency participation in a cooperative literacy effort (n=1) and access to Federal, state and local funds to support literacy education (n=5; 12%) were also listed as motivating factors.

Literacy education services provided by the surveyed agencies are comprehensive and cover all program aspects. Furthermore, most agencies offer a multiplicity of services including the:

| | No. of Agencies (N=40) | Percent of Agencies |
|---|---|---|
| Provision of materials and equipment for literacy education classes | 28 | 70 |
| Provision of information and referral services on and to literacy education programs | 24 | 60 |
| Provision of space for literacy education classes | 22 | 55 |

| | No. of Agencies (N=40) | Percent of Agencies |
|---|---|---|
| Provision of materials and equipment for training literacy education tutors or volunteers | 22 | 55 |
| Training agency staff in literacy education activities | 22 | 55 |
| Provision of space for training literacy education tutors or volunteers | 20 | 50 |
| Provision of outreach services to populations with literacy education needs | 20 | 50 |
| Training individuals or staff from other agencies, institutions or community groups in literacy education | 19 | 48 |
| Counselling clients enrolled in the literacy education program | 17 | 43 |
| Provision of outreach services to other community groups, agencies, and institutions involved in literacy education | 15 | 38 |
| Publicizing of literacy education activities conducted by other groups, agencies, and institutions in the community | 15 | 38 |

The agencies use three methods to determine the nature of the literacy related needs of their client populations. Their methods, like the methods used by libraries, are informal. Twenty-seven (68%) agencies reported that they are guided by the need indications of their clients. Twenty-four (60%) agencies identify needs through communications with other literacy education providers. Twenty-three (58%) agencies conduct needs assessments.

The populations receiving the literacy education services vary greatly in terms of age, ethnic characteristics and educational background. Twenty-nine (73%) of the agencies target their literacy education activities to adults (19 or older), five (12%) agencies serve all populations, and four (10%) agencies provide services both to youth (13-18 years old) and adults.

Nearly all the responding agencies (n=38; 95%) provide literacy education to caucasian people. A considerable majority of the agencies also serve bilingual populations such as Asian American people (n=33; 83%), Hispanic persons (n=30; 75%), Black individuals (n=27; 68%) and Native American populations (n=19; 48%). Also served are handicapped individuals including:

|  | No. of Agencies (N=40) | Percent of Agencies |
|---|---|---|
| Mentally retarted | 16 | 40 |
| Physically handicapped | 7 | 18 |
| Learning disabled | 4 | 10 |
| Hearing impaired | 4 | 10 |
| Visually impaired | 3 | 8 |
| Developmentally disabled | 2 | 5 |
| Emotionally disturbed | 1 | 3 |

One-half of the surveyed agencies, serve populations with eight or fewer years of education. However, sixteen agencies (40%) target their services to individuals with 9-11 years of education, seven agencies (18%) provide services to high school and college graduates, and five agencies (12%) serve people with a range of educational background. The provision of literacy education to relatively well educated populations is explained by the bilingual characteristics of the target populations, for whom learning the English language, not functional literacy is the major purpose. Eight agencies (20%) also serve migrant populations and six agencies (15%) provide literacy services to the geographically isolated.

Agencies' staff who provide literacy education services tend to be more often part-time employees than full-time employees, and paraprofessional and volunteer staff than professional staff. Of the agencies that provided staff information, 12 agencies (32%) have one to three full-time professional staff involved in literacy education and nine agencies (23%) have between one to 36 part-time professional staff who provide literacy education. Four agencies (10%) indicated the use of full time para-professional staff and 10 agencies (25%) reported part-time paraprofessional staff. The number of para-professional staff involved in literacy education ranged widely from one person to 150 people. The use of volunteer staff in literacy education is most common and was reported by three agencies (8%) on a full-time basis and by 25 agencies (63%) on a part-time basis. While approximately one-half of these agencies used one to 10 volunteers, 13 agencies reported that they utilize between 20 and 1,700 volunteers.

The educational backgrounds of agencies' staff involved in literacy education varies both within and across agencies, although the majority of agencies reported that their staff members had some education related training or experience. Seven (18%) of the agencies indicated that their staff had academic degrees in literacy related areas, 14 agencies (35%) have staff who are teachers and 14 agencies (35%) employed staff with Laubach or literacy education training. Twenty-one agencies' staff (53%) had other academic degrees and five agencies (12%) have staff with some college education. Eight agencies (20%) have staff with varied backgrounds. Given this variance in staff backgrounds and experience regarding literacy education, training of staff in the provision of literacy education is essential. Indeed, most agencies train their staff: 26 agencies (65%) provide training to their volunteer staff, nine agencies (23%) train their paraprofessional staff, and 11 agencies (28%) provide training to their professional staff.

## 4. Cooperative Literacy Activities

An extensive cooperative literacy education network was established by or with the surveyed agencies. Agencies cooperated on the average with five to six institutions and groups and have been involved in these cooperative efforts for an average of five years. Agencies cooperated with a variety of libraries, literacy education associations, community groups, institutions and agencies, as shown in the following table.

| Agencies' Cooperation with: | | No. of Agencies (N=40) | Percent of Agencies |
|---|---|---|---|
| Public libraries | | 30 | 75 |
| Public school libraries | | 6 | 15 |
| Community college libraries | | 8 | 20 |
| State institutional libraries | | 6 | 15 |
| Literacy volunteer associations | | 19 | 48 |
| Federally funded programs such as: | | 26 | 65 |
| Right to Read | 7 | | |
| Adult Basic Education | 19 | | |
| CETA , VISTA | 9 | | |
| Ethnic or bilingual community groups | | 14 | 35 |
| Education agencies | | 19 | 48 |
| Elementary schools | 2 | | |
| Secondary schools | 5 | | |
| Post secondary schools | 10 | | |
| Adult education programs | 11 | | |
| School boards | 2 | | |
| State or local institutions | | 18 | 45 |
| Prisons | 10 | | |
| Hospitals | 5 | | |
| Senior centers | 3 | | |
| Residential facilities | 3 | | |
| Other state and local public agencies | | 13 | 33 |

Cooperation between the responding agencies and the libraries, programs, community groups, institutions and agencies described above was initiated, in most cases (n=28; 70%), by the surveyed agencies. Reasons for cooperation included agency assistance in developing a literacy education program (n=13, 35%), increasing the support to existing programs (n=9, 23%), and undertaking program coordination or centralization functions (n=5; 12%). Similar reasons for cooperation were also present in cases where the cooperation was initiated by libraries, groups, or institutions. These included the need for agency assistance in program development (n=4) and use of agency resources and expertise (n=2). Nearly two-thirds of both the responding agencies (n=23; 58%) and the cooperating institutions and groups (n=24; 60%) had literacy education programs before the cooperative effort was initiated.

Although the majority of the agencies (n=30, 75%) have formal, written literacy education plans and procedures, their cooperative efforts were less formal. Only 12 of the agencies (32%) had written plans with the cooperating institutions and groups. Eight of these agencies had cooperative plans with one to four institutions and groups. The remaining agencies had a large number of cooperative plans--10 to 26. The plans specified in most cases the responsibilities of the cooperating agencies (n=11), the populations to be served by them (n=11), program activities (n=10), and methods of activities' coordination (n=10). Less frequently (n=7), the cooperative plans indicated funding sources and arrangements and methods for problem resolution.

The informality of the cooperative efforts is also manifested in the communication methods used by the agencies and institutions involved. Thirty-one of the agencies (78%) exchanged information and planned for the delivery of services through informal contacts implemented on an as needed basis. Formal meetings among the cooperating agencies, institutions, and programs were less frequently used. These meetings were scheduled periodically (n=11; 28%) or convened on an as needed basis (n=10; 25%).

Decisions affecting the cooperating agencies, institutions and groups required most often consensus (n=20; 50%). During such occasions the agency representative responsible for coordinating the cooperative effort needed for most agencies to obtain the approval of the agency's Director (n=13) or of other agency officials (n=5). Only nine of the agencies gave the authority to the representative member to make decisions independently.

The range of literacy education functions undertaken by the institutions and groups cooperating with the surveyed agencies is considerable. In most instances the role of the cooperating institutions and groups lies in the areas of space, materials and equipment provision. More active roles in literacy education such as training, tutoring, and client testing is provided by fewer institutions.

| Functions Performed by Cooperating Institutions and Groups: | No. of Agencies (N=40) | Percent of Agencies |
|---|---|---|
| Provision of space for tutoring | 27 | 68 |
| Client/patron identification | 24 | 60 |
| Purchase of materials | 24 | 60 |
| Provision of materials | 23 | 58 |
| Identification and selection of materials | 21 | 53 |
| Provision of space for training tutors | 19 | 48 |
| Tutor training | 17 | 43 |
| Tutoring clients | 17 | 43 |
| Provision of equipment | 17 | 43 |
| Provision of client support services | 17 | 43 |
| Coordination of cooperative activities | 17 | 43 |
| Client/patron intake | 13 | 33 |
| Administration of client tests | 12 | 30 |

The administration and coordination of the cooperative literacy education effort has posed difficulities to some of the institutions, libraries and groups. Such difficulties were reported by 10 of the responding agencies and include staff unavailability (n=7) or lack of staff experienced in literacy (n=3), lack of funds (n=5), difficulty in obtaining official or administrative approval (n=3), decrease in institution's interest in literacy education (n=2), and lack of client interest (n=4). These difficulties stem from differences in the policies and priorities of the cooperating agencies and institutions (n=4), and lack of staff-time committed to the planning and coordination of the cooperative literacy education effort (n=6).

## 5. Relationship with Federal and State Agencies

Fewer than one-half of the responding agencies maintain contacts with Federal and state agencies. Nineteen agencies (48%) have contacted Federal and state agencies to request information on the availability of funds for for literacy education. Thirteen agencies (33%) have contacted Federal and state agencies to request assistance in the preparation of grant applications and of literacy education plans. The agencies contacted include:

| | No. of Agencies (N=40) | Percent of Agencies |
|---|---|---|
| Department of Education | 10 | 25 |
| Right to Read | 5 | 12 |
| State Library Agency | 3 | 8 |
| Adult Basic Education | 2 | 5 |
| VISTA, CETA | 4 | 10 |
| State Library Commission | 2 | 5 |
| Other Federal agencies | 6 | 16 |
| Other State agencies | 4 | 10 |

## 6. Literacy Education Budget and Funding Services

Of the responding agencies, budget information was reported by 25-28* agencies. Annual budgets for Fiscal Year 1980 ranged from $200 to $240,000 with a median literacy education budget of $18,000. On the average, Federal funds constituted the largest source of funds, as shown in the table below.

| Source | Range of Funds | Median Amount of Funds | No. of Agencies |
|---|---|---|---|
| Federal | $2,833-$138,443 | $34,950 | 8 |
| State | $100-$40,110 | $ 5,100 | 9 |
| Local | $600-$130,000 | $ 5,780 | 11 |
| Other | $200-$105,000 | $ 1,000 | 15 |

In fact, Federal funds constitute an important start-up and continuation source for agencies. Ten of the agencies indicated that all or nearly all of their start-up monies (80-100%) came from Federal sources. Furthermore, these agencies have utilized Federal funds for an average of 4.5 years and provided nearly two-thirds of their literacy education services under these funds as shown below.

Proportion of Funds Used Since Agency Became Active in Literacy Education :

| Funding Source | Range of Funds | Median % of Funds | No. of Agencies |
|---|---|---|---|
| Federal | 1-100% | 64% | 10 |
| State | 1-54% | 35% | 8 |
| Local | 5-100% | 98% | 15 |

The level of funds allocated by agencies to literacy education has flunctuated since agencies became active in literacy education both in terms of the amount and the funding sources. Eighteen (45%) of the agencies reported increases in their literacy education budgets. Eight agencies (20%) maintained a consistent level of funding, and two agencies (5%) decreased their literacy education effort.

While the level of funding increased or remained the same for most agencies, nine agencies (23%) were affected by discontinuation of funds and 15 agencies (38%) had to identify and obtain funds from the new funding sources. The discontinuation of funds and the need to obtain funds from a variety of sources had an impact on several aspects of the agencies literacy education program. Eleven agencies reported changes in literacy education activities and five agencies reported changes in the populations served particularly in age and ethnic background.

## 7. Difficulities Encountered in the Provision of Literacy Education

The availability of funds for literacy education was identified as an area of difficulty agencies encounter. Fourteen of the responding agencies (35%) indicated that obtaining literacy education continuation funds and six agencies (15%) indicated that getting start-up funds were major difficulities they had encountered. Although funding issues were identified as major areas of difficulty, agencies were more concerned with the development of a good program. The identification and participation of trained tutors (n=19, 48%), obtaining community support (n=15; 38%), securing interagency coordination (n=7; 18%), and defining the role of the agency as a literacy education provider (n=4; 10%)--different aspects of program development and mangement--were identified as major areas of difficulty which they had experienced.

These difficulties affected the scope of the agencies' literacy education program (n=12; 30%), cooperation with other agencies in the community and state (n=7; 18%), as well as the quality of their program. Impact on the literacy education program included availability of staff (n=16; 40%), acquisition of materials and equipment (n=6; 15%), availability of space or facilities (n=6; 15%), and the provision of in-service training to staff (n=4; 10%).

## 8. Summary

Agencies cooperating with libraries in literacy education were surveyed in terms of their characteristics--age, public/private nature, location, primary services, budget, and funding sources--their involvement in literacy education--length of involvement, incentives to involvement, staff characteristics, literacy education services provided, and populations served, and budget and funding sources--and the nature of their cooperation with libraries and other organizations in literacy education.

### Agencies Cooperating with Libraries in Literacy Education

### Profile Matrix

N=40

| | |
|---|---|
| General Characteristics of Cooperating Agencies | Surveyed agencies varied greatly in their general characteristics. The agencies are an average (median) of 10 years old, they are mostly private agencies (only one-third are public) located in urban and suburban areas, provide a range of health, social and educational services, with an average annual budget of $44,000, orginating from a variety of funding sources, including Federal funds. |
| Agencies Involvement in Literacy Education | |
| Length of Involvement | On the average, agencies have been involved in literacy education for a period of nine years. |
| Incentives to Involvement | Agencies' awareness of the need for literacy education services was reported as the primary incentive for their involvement. |
| Staff Characteristics | Agencies tend most often to use part-time employees and volunteers in the provision of literacy education. The number of paid and volunteer staff varied greatly.<br>Most staff involved in literacy education had some education related training or experience, although their educational backgrounds varied.<br>Most agencies provide in-service training to their staff. |

| | |
|---|---|
| Literacy Education Services Provided | Agencies provide multiple literacy education services including materials and equipment, Information and Referral, space, outreach, and counseling. |
| Populations Served | Agencies provide services mostly to adults with lower educational levels. Also served are bilingual populations who are well educated. Populations served are ethnically heterogeneous. |
| Budget and Funding Sources | On the average, agencies allocate $18,000 annually to literacy education. While Federal funds were available to one-quarter or fewer of the agencies for start-up and continuation purposes, they constituted the largest source of funds. |

Agencies' Cooperation with Libraries and Other Organizations

| | |
|---|---|
| Number of Cooperating Organizations | On the average agencies cooperate with five to six organizations in literacy education. |
| Length of Cooperation | Five years is the average duration of a cooperative effort. |
| Nature of Cooperating Organizations | In addition to cooperation with public libraries, public school libraries, community college libraries and state institutional libraries, agencies cooperate with Federally funded programs related to literacy. |
| Initiation of Cooperation | Agencies initiate most of the cooperative efforts in which they participate. Two-thirds of the cooperating organizations had literacy education programs prior to their cooperation with the surveyed agencies. |
| Services Provided by Cooperating Organizations | Most often cooperating organizations and libraries provide space, identify clients, and purchase materials. Tutor training, testing, and turoring are performed by two-fifths or fewer of the cooperating organizations. |
| Difficulties Experienced in Providing Literacy Education | Obtaining start-up and continuation funds for literacy education, identification and recruitment of tutors, and obtaining community support were reproted as the three major areas of difficulty. |

## References

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# CHAPTER VIII: STATE LIBRARY AGENCIES: SUPPORT AND INVOLVEMENT IN LITERACY EDUCATION

## 1. Introduction

The ALA Standards for Library Functions At the State Level (ALA, 1970),[1] foster the role of State Library Agencies in leading, participating and coordinating "the total local library planning and development within a state."[2] The extent to which State Library Agencies use this leadership role and the multiplicity of services which they provide (e.g., consultation, resource back-up, distribution of Federal and State funds, etc.) to support library involvement in literacy education has received little attention in the literature to date (Fleming, 1979).[3] The potential support and assistance that State Library Agencies can provide is both comprehensive (McCallan, 1980)[4] and crucial since...

> "...there is not a consensus among librarians that illiteracy is a proper problem for libraries to deal with. Part of the lack of agreement is no doubt the perennial problem of a shortage of money and of staff, and too little of either to adequately handle existing programs...Part could be a reluctance to tackle what appears to be an insurmountable burden."[5]

To document the role that State Library Agencies play in promoting the involvement of libraries in literacy education, their awareness of literacy education activities undertaken by libraries at the local level, and their perception of literacy education as a priority for libraries, a questionnaire was mailed to 50 State Library Agencies. The questionnaire also inquired into the location and authority of State Library Agencies over different types of libraries, the general functions they perform and services provided by them. Forty-three agencies (86%) responded to the questionnaire.

## 2. State Library Agency: Location and Jurisdiction

Of the 43 responding State Library Agencies, 18 agencies (42%) are independent state agencies, 16 (37%) are located within State Education Agencies (SEAs), and nine (21%) are located within other state agencies.

Most commonly, State Library Agencies have jurisdiction over public libraries (n = 42) and state institutional libraries (n = 35). Nine of the surveyed SLAs have jurisdiction over public school libraries, and five SLAs also reported authority over community college libraries.

## 3. Functions Performed and Services Provided by State Library Agencies

As documented by Fleming, (1979),[6] State Library Agencies perform a variety of functions. Among the range of functions which are likely to be performed by State Library Agencies, all of the responding SLAs allocate Federal and state funds to libraries. The availability of funds is publicized by the State Library Agencies using a variety of means. Most commonly, SLAs publicize the availability of funds in newsletters and mailings (91%), or during the provision of consultant services to local libraries (81%). Over one-half of the SLAs use workshops (58%) or request by libraries (58%) to publicize available funds. Library conventions (37%) and regularly scheduled SLA meetings with library personnel (35%) constitute additional opportunities for this purpose. Using these communication channels, nearly all of the SLAs publicize fund availability for public libraries (91%) and state institutional libraries (88%). Availability of funds for community college libraries (40%) and public school libraries (28%) is publicized by fewer SLAs, since fewer have jurisdiction over these types of libraries.

In addition to the fund allocation function, State Libarary Agencies also provide consultative and coordination services (98%). To a lesser extent, SLAs are involved in the licensing and certification of professional library staff (30%), as well as in the:

| | No. of SLAs (N=43) | Percent of SLAs |
|---|---|---|
| Provision of general reference services where the SLA functions as a resource center | 5 | 12 |
| Provision of programs to special needs populations | 2 | 5 |
| Coordination of library cooperation | 2 | 5 |
| Coordination of interlibrary loans | 1 | 2 |
| Serving as a document depository | 1 | 2 |

In examining the services that State Library Agencies provide to the different types of libraries, the following services were reported most frequently:

| | Public Libraries | | State Institutional Libraries | | Public School Libraries | | Community College Libraries | |
|---|---|---|---|---|---|---|---|---|
| | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percen of SLAs |
| Assistance in library planning and program development | 41 | 95 | 31 | 72 | 10 | 23 | 5 | 11 |
| Consultations on inprovement of library facilities | 41 | 95 | 31 | 72 | 9 | 21 | 8 | 19 |
| In-service training or other staff development for local library staff | 39 | 91 | 32 | 74 | 17 | 40 | 14 | 33 |
| Assistance in conducting local needs assessment | 34 | 79 | 25 | 58 | 7 | 16 | 4 | 9 |

| | Public Libraries | | State Institutional Libraries | | Public School Libraries | | Community College Libraries | |
|---|---|---|---|---|---|---|---|---|
| | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percer of SLAs |
| Acquisition of special equipment (e.g., computers, educational television hook-ups) | 23 | 53 | 8 | 19 | 2 | 4 | 9 | 21 |
| Identification of new print and non-print materials which libraries may wish to acquire for their respective collections | 21 | 49 | 19 | 44 | 8 | 19 | 3 | 7 |
| Recruitment of key specialized staff for local libraries (through LSA representation on Search and Screen committees | 9 | 21 | 9 | 21 | 1 | 2 | 1 | 2 |

As reflected in this table, in addition to financial support, State Library Agencies provide a wide range of services to local libraries which affect all aspects of library operations--facilities, programs, staff and materials. Given the fact that only nine of the SLAs have jurisdiction over public school libraries and five SLAs have jurisdiction over community college libraries, it is interesting to note that in-service training and other staff development activities are provided by 40% of the SLAs to public school libraries and by 30% of the SLAs to community college libraries.

In providing a wide range of services to different types of libraries, State Library Agencies are guided by the five year state plan (required by Title I and III of LSCA). In addition to the SLA state plan, 27 of the 43 responding State Library Agencies (63%) also utilize other plans. Twelve State Library Agencies have formal state plans for all types of libraries within their jurisdiction. Six State Library Agencies have individual plans developed by each of the libraries in their state which are under the SLA jurisdiction. Eleven SLAs have such plans from some of the libraries: three SLAs maintain individual plans of public libraries, five SLAs have plans developed by regional libraries, and one SLA has plans of cooperative libraries.

Coordination of library planning and program development activities with other state agencies as well as with other SLAs is common. Over one-half (n=23; 53%) of the responding State Library Agencies reported that they coordinate their activities with other agencies in their state. Most of these State Library Agencies coordinate their library planning and program development activities with State Education Agencies (n=21; 49%), Human and Social Service state agencies (n=9; 21%) and Departments of Corrections (n=7; 16%). The nature of the coordination ranges from the exchange of annual reports (n=11; 26%), the conduct of intensive planning and program evaluation (n=10; 23%), joint budget planning (n=5; 11%), plan or program review (n=3; 7%), and the exchange of information and resources (n=3; 7%). Also common among State Library Agencies (n=31; 72%) is participation in cooperative activities with State Library Agencies from other states. Of the SLAs identified as participating in cooperative activities, the New England SLAs were ranked highest.[7] In addition to cooperation with other SLAs, responding agencies also reported cooperation with organizations such as the Western Council (n=14; 33%), the Pacific Northwest SLAs (n=5; 11%), all New England SLAs (n=2; 5%), and the Mountain-Plains Library Association (n=2; 5%).

## 4. Libraries Involvement in Literacy Education: A State View

Of the 43 responding State Library Agencies, 32 SLAs (74%) reported on the involvement of libraries in their respective states in literacy education. The percent of libraries involved in literacy education ranged from one percent to 70 percent with a median of eight percent. Thus, 16 SLAs (37%), estimated that between one percent and eight percent of the libraries in their state are active in literacy education, eight SLAs (25%) reported that 10 percent to 15 percent of the libraries in their states provide literacy education services, seven SLAs (16%) estimated that between 20 percent and 40 percent of their libraries conduct literacy education, and one SLA (3%) stated that the majority of the libraries in their states (60-70%) undertake such activities, as shown in the following table. However, the percent of libraries involved in literacy education was not associated with the SLAs perceptions of literacy education as a priority.

| States with 10% or More of Libraries Involved in Literacy Education | Percent of Libraries Involved in Literacy Education |
|---|---|
| Arizona | 10% |
| Missouri | 10% |
| New Jersey | 10% |
| South Carolina | 10% |
| Virginia | 10% |
| Maryland | 12% |
| North Carolina | 14% |
| Washington | 15% |
| Georgia | 20% |
| Illinois | 20% |
| Minnesota | 20% |
| New York | 20% |
| West Virginia | 27% |
| New Mexico | 35% |
| Alabama | 40% |
| Florida | 70% |

Literacy education services are provided by libraries to a range of populations regardless of age. Public libraries, public school libraries, and state institutional libraries provide literacy education services to children (up to the age of 12), youth (13-18 years old), and adults (19 years or older). Community college libraries target their literacy education activities, as expected, mostly toward youth and adults. Generally, except for public school libraries, literacy education activities are more heavily targetted toward adult populations, as shown in the table below.

Number of SLAs in Whose States Libraries
Provide Literacy Education to the Following Populations

| | Children | | Youth | | Adults | |
|---|---|---|---|---|---|---|
| | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs |
| Public Libraries | 20 | 47 | 20 | 47 | 30 | 70 |
| Public School Libraries | 19 | 44 | 19 | 44 | 8 | 17 |
| Community College Libraries | -- | -- | 5 | 12 | 13 | 30 |
| State Institutional Libraries | 8 | 17 | 18 | 42 | 23 | 53 |

The involvement of libraries in literacy education can range from the provision of space, facilities and equipment for literacy education activities, the development of materials or material collections for these populations, publicizing the library's or other agencies' literacy programs, training of library staff in providing literacy education services, to client identification, testing and tutoring. Between one-third and one-half of the State Library Agencies reported that only few of their libraries which are involved in literacy education provide this range of services. Services provided most frequently by the largest percentage of libraries (50% or more) involved in literacy education include the development of materials collections and the publicity of literacy education services provided by libraries and other agencies. The provision of library space and tutors for teaching literacy skills and the provision of outreach and extension literacy services are the most prevalent services undertaken by one-quarter to one-half of the libraries involved in literacy education.

In spite of the fact that the number of libraries involved in literacy education is relatively small in most states and that the services provided by libraries are not extensive, indicating a limited scope of library involvement, most State Library Agencies agreed that libraries' involvement, regardless of type of library, has mostly increased in the past five years. No State Library Agency in whose state libraries are involved in literacy education reported a decrease in this area, as shown in the table below.

|  | Public Libraries |  | State Institutional Libraries |  | Public School Libraries |  | Community College Libraries |  |
|---|---|---|---|---|---|---|---|---|
|  | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percen of SLAs |
| Libraries' Involvement in Literacy Education Has . . . |  |  |  |  |  |  |  |  |
| Increased in the past five years | 28 | 88 | 21 | 66 | 17 | 53 | 15 | 47 |
| Stayed the same | 4 | 12 | 7 | 22 | 3 | 9 | 4 | 13 |
| Decreased in the past five years | -- | -- | -- | -- | -- | -- | -- | -- |

Furthermore, the majority of the State Library Agencies also foresee library involvement in literacy education as a major priority across all types of libraries. This perception is however most prevalent for public school libraries, state institutional libraries, and community college libraries and least prevalent with regard to public libraries. Only 57 percent of the SLAs believe that literacy education should be a major priority for public libraries compared to over 80 percent of the SLAs who agree that literacy education constitutes a high priority for public school libraries and state institutional libraries and 70 percent of the SLAs who see it as a major priority for community college libraries.

Consistent with these perceptions are State Library Agencies' expectations that libraries' involvement in literacy education, regardless of library type, will increase further in the next five years.

| | Level of Involvement in Literacy Education Will.... | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | State Library Agencies | | Public Libraries | | State Institutional Libraries | | Public School Libraries | | Community College Libraries | |
| - | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percent of SLAs | No. of SLAs (N=43) | Percen of SLAs |
| Greatly increase | 8 | 19 | 6 | 14 | 10 | 23 | 8 | 19 | 5 | 12 |
| Somewhat increase | 20 | 47 | 29 | 67 | 19 | 44 | 14 | 32 | 18 | 42 |
| No change | 11 | 25 | 3 | 7 | 8 | 19 | 11 | 26 | 9 | 21 |
| Somewhat decrease | 1 | 2 | 2 | 5 | -- | -- | -- | -- | 1 | 2 |
| Greatly decrease | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| No answer | 3 | 7 | 3 | 7 | 6 | 14 | 10 | 23 | 10 | 23 |

SLAs perceptions of literacy education as a priority area was highly related to the inclusion of this priority area in the SLAs five year plan ($r=.31$; $\alpha \sim .04$; $n=34$), and with the range of activities undertaken by the SLA to support library involvement in literacy education ($x^2=20.47$; $\alpha \sim .03$; $r=.58$; $\alpha \sim .0001$; $n=38$).

## 5. State Library Agencies Involvement in Literacy Education

Parallel to the anticipated increase of libraries involvement in literacy education are the expectations of most State Library Agencies that their agencies' involvement in literacy education will greatly or somewhat increase in the next five year period. The largest cluster of State Library Agencies (n=30) became involved in literacy education as a result of interest in or knowledge possessed by agency staff of this subject area. Interest in qualifying for federal grants, LSCA grant request, and recognition of the state need for literacy education instigated three or four State Library Agencies to initiate such involvement. Literacy education constitutes a recognized program area in the Five Year Plans of 17 State Library Agencies. Usually, one professional staff is assigned by State Library Agency to literacy education activities. This staff member spends on the average one-quarter or less of his/her time on literacy education. The functions carried out by these staff include workshops and presentations (n=11; 34%), assistance in program development and planning (n=9; 28%), information provision (n=7; 22%), consultation and technical assistance (n=6; 19%), fund allocation (n=9; 16%), and assistance in grant development (n=3; 9%).

Most SLAs (n=37) provide direct support to libraries. In particular, State Library Agencies have been instrumental in supporting or assisting libraries' literacy education activities through assistance to libraries in planning literacy education activities (n=22; 59%), evaluation and review of libraries' proposals for developing literacy education programs (n=19; 51%), provision of technical assistance or the support of such assistance (n=18; 49%), evaluation of libraries' literacy education activities (n=11; 30%), and provision of funds for literacy education (n=29; 78%).

The provision of Federal funds to assist libraries in providing literacy education services has generally increased in the last five years (n=21; 49%) or stayed the same (n=11; 26%). A similar trend is reported by SLAs for State funds: 15 SLAs (35%) provided more state funds to libraries for literacy education and 11 SLAs (26%) maintained the same level of funding.

As perceived by State Library Agencies, reasons for libraries' non-involvement in literacy education activities fall into three categories. Lack of community demand for libraries' involvement in literacy education either due to lack of need, library unawareness of such need, or the existence of literacy education programs in the community (n=17; 39%). The unavailability of library staff for assignment to literacy education or the lack of experience on part of library staff in literacy education (n=13; 31%) constitute the second perceived barrier. The unavailability of funds for providing literacy education services (n=12; 28%) is the third major barrier.

Strategies for overcoming these barriers were identified by 37 of the responding State Library Agencies. These strategies generally correspond to the problem areas and include increase in the awareness of the public or community as well as of libraries of the need for literacy education (n=15; 41%), greater cooperation with libraries and government agencies (n=12; 32%), and increase in funding (n=10; 27%).

## 6. Summary

Three types of data were obtained from State Library Agencies (SLAs): data concerning agency characteristics and general functions, data on the agencies' involvement in literacy education, and data pertaining to libraries activities in literacy education in the respective states. These data are presented in the matrix below.

State Library Agencies Summary Matrix

N=43

| Agencies Characteristics and Functions | |
|---|---|
| Agency Placement | Three categories of SLAs were identified: independent agencies (42%), SLAs placed within State Education Agencies (37%), and SLAs placed within other State agencies (21%). |
| Agency Jurisdiction | Most frequently SLAs have jurisdiction over public libraries and state institutional libraries. |
| Functions Performed by SLAs | SLAs perform multiple functions. Most frequently they publicize and distribute Federal and State funds to libraries and provide consultative and coordination services including assistance to libraries in planning and program development, improvement of facilities, in-service training to library staff, and local needs assessment. |
| SLAs Cooperation with Other State Agencies | Over one-half of the SLAs cooperate with other agencies in their state including State Education Agencies and human and social service agencies.<br>Nearly three-quarters of the SLAs also coordinate with SLAs in other states. |
| **Involvement of State Library Agencies in Literacy Education** | |
| Reasons For Agency Involvement in Literacy Education | Most SLAs became involved in literacy education due to the interest in or knowledge of agency staff in this area of service. |
| Staff Characteristics | Generally one professional staff member is assigned to literacy education, spending approximately one-quarter time on this area of service. |
| Formality of SLA Involvement | State plans of two-fifth of the SLAs include "literacy education" as a recognized program area involving libraries. |

| | |
|---|---|
| Literacy Education Services Provided by SLAs | SLAs provide a range of literacy education services including: direct assistance to libraries in planning literacy education activities, evaluation of library proposals for developing literacy education programs, provision of technical assistance to libraries, and funds for literacy education. |
| SLAs' Views of Libraries' Involvement in Literacy Education | |
| Extent of Libraries Involvement | Three-quarters of the SLAs reported that libraries in their states are involved in literacy education. Proportion of involved libraries ranged from one percent to 70%. |
| Barriers to Libraries Involvement in Literacy Education | SLAs identified three major barriers to libraries involvement in literacy education: lack of community demand for such services, unavailability of library staff, and unavailability of funds for literacy education. |
| Literacy Education Services Provided by Libraries | Literacy education services provided most commonly by libraries include development of literacy materials collections, publicity of literacy education services, and provision of space and tutors.- |
| Populations Served | Literacy education services provided by libraries are mostly targetted toward adults, although services are also provided by few libraries to children and youth. |
| SLAs' Perceptions Regarding Libraries Involvement in Literacy Education | SLAs perceive that their own involvement as well as libraries involvement in literacy education will increase in the next five years. Literacy education will become a major priority for all types of libraries. |

## References

1. American Library Association, Standards for Library Functions at the Local Level, Chicago, IL., 1970, p.1.

2. McCallan, Norma J. "What State Libraries Can Do to Eliminate Illiteracy", Catholic Library World, 52(2): 72, September, 1980.

3. Fleming, Lois D. "The Role of the State Library Agency in the Battle for Literacy", Drexel Library Quarterly, 14(4): 65-74, October, 1978.

4. McCallan, Norma J. op. cit.

5. Ibid., p. 72.

6. Fleming, Lois D. op. cit.

7 SLAs were asked to identify other SLAs with which they cooperate. The Connecticut, Maine and Massachusetts SLAs were identified by three other SLAs as cooperating. The Kansas, New Jersey, Rhode Island, and Vermont SLAs were listed each by two SLAs as cooperating. The California, Delaware, Florida, Iowa, Maryland, Nebraska, Nevada, New Hampshire, Wisconsin, West Virginia, South Dakota, Ohio, New Mexico, New York, North Carolina, and North Dakota were each identified by one other SLA as participating in cooperative activities.

# CHAPTER IX: A COMPARATIVE ASSESSMENT OF LIBRARIES INVOLVED IN LITERACY EDUCATION

## 1. Introduction

Of the 544 libraries which participated in the survey, approximately one-quarter (n=142) provide literacy education services. Among the libraries involved in literacy education, the frequency of involvement in this area was highest among public libraries (53%) and lowest among public school libraries (16%). State institutional libraries (44%) and community college libraries (35%) exhibited considerable participation rates in literacy education, although their rates of participation were lower than those of public libraries.

Two types of analyses were conducted for libraries which are active in literacy education. First, library characteristics likely to affect library participation in literacy education were compared by library type. Second, libraries' involvement in literacy education was examined across all libraries as well as by library type to determine similarities and differences. These comparisons are presented in the following sections.

## 2. Factors Facilitating Library Involvement in Literacy Education

In order to determine the characteristics of libraries likely to become involved in literacy education, the study isolated approximately 20 factors with potential impact on library participation in literacy education. These factors, which represent general library characteristics include:

- age of library
- location characteristics, such as:
  - -- urban-suburban-rural location of library
  - -- size of library's area of service
  - -- demographic characteristics of populations served by the library
- organizational characteristics, such as:
  - -- library affiliation with a system of libraries
  - -- existence of library branches
- library size characteristics:
  - -- number of volumes
  - -- availability of audio-visual materials
  - -- availability of equipment
  - -- number of staff

- financial characteristics:

  -- annual budget
  -- funding sources
  -- availability of Federal funds
  -- changes in budget over the past five years

- staff characteristics:

  -- staff qualifications
  -- staff experience in literacy education
  -- availability of in-service training

- methods used by library to determine the population's library related needs

- Board and Director's perceptions:

  -- perceptions of the library as an educational institution
  -- interest in and support of library involvement in literacy education.

Data on these characteristics were collected from all public libraries, state institutional libraries, and community college libraries regardless of their involvement in literacy education. These data were then used to compare libraries within each library type regarding their involvement/non-involvement in literacy education. The purpose of these comparisons was to assess whether libraries involved in literacy education were significantly different from libraries which are not involved in this area on each of these characteristics. Data on general library characteristics were not collected from public school libraries not providing literacy education services. This group of libraries is therefore excluded from this analysis section, since comparisons regarding these factors could not be made between public school libraries providing literacy education and those which do not provide such services.

Of these factors, only the factors relating to staff qualifications and experience in literacy related areas and perceptions of the library as an educational institution did not distinguish between libraries involved in literacy education and libraries without such involvement. The majority of the factors, presented in the following matrix, had a significant impact on the potential involvement of libraries in literacy education. These factors, however, were most significant for public libraries than for the other types of libraries. Of the 17 factors, 15 factors had a significant impact on the involvement of public libraries in literacy education. Five factors affected the involvement of state institutional libraries. Two factors distinguished community college libraries active in literacy education from those which are inactive. Five of the factors affected library involvement in literacy education for two of the three types

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*Data on general characteristics of public school libraries were not collected in order to minimize response burden on these libraries.

| Factors Facilitating Involvement in Literacy Education | Characteristics of: Public Libraries | Community College Libraries | State Institutional Libraries |
|---|---|---|---|
| Age of Library | - | - | Libraries which have been in existence longer |
| Location of Library | Libraries in urban and suburban locations | - | - |
| Size of Library's Area of Service | Libraries serving larger communities | - | - |
| Demographic Characteristics of Populations Served | Libraries serving populations who are ethnically heterogeneous | - | - |
| Affiliation with a System of Libraries | - | Libraries affiliated with a system of libraries | Libraries affiliated with a system of libraries |
| Existence of Library Branches | Libraries which have branches | - | - |
| Number of Volumes | Libraries with a large number of volumes | - | - |
| Availability of Audio-Visual Materials | Libraries with a large variety of audio-visual materials | - | - |
| Availability of Equipment | Libraries with a variety of educational equipment | - | - |
| Number and Type of Staff | Libraries with a larger number of FTE staff and of librarians | - | - |
| Annual Budget | Libraries with larger annual budgets | - | - |

Characteristics of:

| Factors Facilitating Involvement in Literacy Education | Public Libraries | Community College Libraries | State Institutional Libraries |
|---|---|---|---|
| Funding Sources | Libraries with a variety of funding sources | - | - |
| Availability of Federal Funds | Libraries with Federal funds | - | - |
| Changes in Budget in Last Five Years | Libraries which have experienced budget decreases | Libraries which have experienced increases in budget | - |
| Availability of In-Service Training | Libraries providing in-service training to staff | - | Libraries providing in-service training to staff |
| Determination of Literacy Related Needs of Population | Libraries using formal and informal needs assessments | - | - |
| Interest in and Support of Library Board of Library Involvement in Literacy Education | Libraries whose Boards are interested in and supportive of involvement in literacy education | - | Libraries whose Boards are interested in and supportive of involvement in literacy education |
| Interest and Support of Library Director Regarding Involvement in Literacy Education | Libraries whose Directors are interested in and supportive of involvement in literacy education | - | Libraries whose Directors are interested in and supportive of involvement in literacy education |

of libraries involved. These factors regard:

- library affiliation with a system of libraries (significant for community college libraries and state institutional libraries);
- changes in budget over the past five years (significant for public libraries and community college libraries);
- provision of in-service training (significant for public libraries and state institutional libraries); and
- interest in and support of library involvement in literacy education on part of the library's Board of Trustees and Director (significant for public libraries and state institutional libraries).

None of the 17 factors consistently affected the three types of libraries.

Among the three types of libraries, public libraries likely to be involved in literacy education are located in larger urban and suburban communities which are ethnically heterogenous. These libraries are likely to be headed by Directors and Boards of Trustees who are highly supportive of libraries' roles in literacy education. Moreover, such public libraries also tend to have the staff, material, and financial resources necessary for involvement in an additional area of service, and be aware of community needs.

Like public libraries, state institutional libraries which are active in literacy education tend to have the support of the Directors and Boards in library involvement in literacy education. These libraries also tend to be older and affiliated with a system of libraries which allows them to share resources. Affiliation with a system of libraries is a significant factor also for community college libraries which provide literacy education. The involvement of these libraries in literacy education has also been significantly affected by budgetary increases over the past five years. Indeed, of all types of libraries, community college libraries tend to have the largest median literacy education budget. Their literacy education budget also tends to represent the largest portion of their overall library budget.

General library characteristics have served as predictors of library involvement in literacy education more consistently for public libraries than for either community college libraries or state institutional libraries. The different utility of general library characteristics as predictors of library involvement in literacy education across library types is likely to be the result of two factors: a statistical factor and a contextual factor. Statistically, the sample sizes of community college libraries (n=23) and state institutional libraries (n=35) involved in literacy education might have been too small for reaching significance. Contextually, the environment in which the different types of libraries operate is likely to have an effect on their involvement in literacy education. Public libraries are independent institutions whose function is to serve and be directly responsive to their community. Their responsiveness and involvement in literacy education is thus directly related to their characteristics and resources. Community college libraries and state institutional libraries are components within larger institutions, and their services are more likely to be affected by the characteristics, resources, and needs of the larger institution than by their own characteristics and resources. While public libraries will respond directly to community needs, the response of community college libraries and state intitutional libraries is more likely to be mitigated by other institutional authorities, thus their involvement in literacy education is more likely to be dependent on variables characterstic of the larger institution rather than on library characteristics and resources.

## 3. Characteristics of Libraries' Involvement in Literacy Education

The characteristics of libraries' involvement in literacy education are summarized in the following matrix.

Libraries involvement in literacy education is generally reactive. Library involvement in this area of service is motivated by the existence of a "literacy education gap" in the community or institution. A "literacy education gap" exists when two conditions occur simultaneously: a need for literacy education is evident and there are no providers of literacy education or the existing providers are unable to accommodate the need. Awareness, on part of the libraries, of such needs and the realization that the library constitutes the most appropriate potential provider of these services constitutes the major incentive for all types of libraries to become involved in literacy education. Moreover, libraries which are not active in literacy education consistently reported across all library types that their inactivity is mainly due to their lack of awareness of the need for library involvement in literacy education. Libraries' lack of awareness was attributed to the absence of need for literacy education services or to the capability of other literacy education providers to fully respond to the need for these services which existed in their community or institution.

Library recognition of the "literacy education gap" is frequently a result of information communicated to the library by other providers of literacy education in the community or institution. In fact, one of the purposes of alerting the library to the need for literacy education is to involve the library through a cooperative arrangement in the provision of the necessary services. The majority of the public libraries, community college libraries, and public school libraries and a considerable portion of the state institutional libraries which provide literacy education cooperate with other institutional staff as well as with other providers in this area. In most cases, libraries did not provide literacy education services before they started these cooperative relationships. Cooperation with other literacy education providers constitutes the means through which libraries are able to expand their activities.

## LIBRARIES' INVOLVEMENT IN LITERACY EDUCATION

| | Incentives to Library Involvement | Length of Library Involvement | Populations Served | Literacy Education Activities Undertaken | Number of Staff Involved |
|---|---|---|---|---|---|
| Public Libraries | • Library awareness of need for literacy education<br>• Availability of funds<br>• Desire to increase library visibility in community | Four years as the median period of involvement | Adult Populations with eight or fewer years of education, ethnically heterogenous | • Variety of services<br>• Most frequently:<br>--Identification, acquisition, and maintenance of materials<br>--Publicizing literacy education services<br>--Provision of space for literacy classes | Most frequently one full-time librarian |
| Community College Libraries | • Library awareness of need for literacy education | Nine years as median period of involvement in literacy education | Community college students, and community residents, ethnically heterogeneous, bilingual or with low educational levels | • Variety of services<br>• Services provided most frequently:<br>--Identification, acquisition, and maintenance of materials<br>--Provision of materials and equipment to literacy education classes | Most frequently one full-time librarian and one other staff |
| State Institutional Libraries | • Need for literacy education expressed by institutional residents | Six years as median period of involvement in literacy education | Institutional residents: adults and youth, ethnically heterogeneous, with low educational levels | • Variety of services<br>• Most frequent services are:<br>--Identification, acquisition, and maintenance of materials<br>--Provision of materials and equipment to literacy education classes<br>--Provision of space for literacy classes | One librarian or other staff who also provide general library services |

| | Incentives to Library Involvement | Length of Library Involvement | Populations Served | Literacy Education Activities Undertaken | Number of Staff Involved |
|---|---|---|---|---|---|
| Public School Libraries | • Due to the magnitude of the literacy problem in the school, teachers can not handle the problem in the classroom<br>• Library staff are knowlegeable in the area of literacy education | Seven years as average period of library involvement in literacy education | Pupils functioning one or two years below grade level, ethnically heterogeneous | --Identification, selection and provision of materials and equipment to teachers and pupils<br>--Identification and provision of bilingual materials<br>--Use of kits and programs designed for teaching basic skills | One or two staff members |

LIBRARIES' INVOLVEMENT IN LITERACY EDUCATION (Continued)

| | Qualifications of Staff | Content Areas of Literacy Education Materials | Audio-Visual Materials Used In Literacy Education | Audio-Visual Equipment Used In Literacy Education |
|---|---|---|---|---|
| Public Libraries | Staff have a degree in Library Sciences and a specialization in a literacy related area | Multiple content areas:<br>--basic skills<br>--consumer education<br>--job information<br>--health information | Variety of materials are used:<br>--films and slides<br>--sound cassettes<br>--records | Most often used are:<br>--tape recorders<br>--projectors |
| Community College Libraries | Staff have a Library Sciences degree and in some cases a literacy related area of specialization | Variety of content areas:<br>--basic skills<br>--job information<br>--consumer education | Range of materials:<br>--films and slides<br>--sound cassettes | Most often used are:<br>--projectors<br>--tape recorders |
| State Institutional Libraries | Library Sciences or other academic degree and a literacy related area of specialization | --- | Variety of materials including:<br>--films and slides<br>--sound cassettes | Variety of equipment including:<br>--projectors<br>--tape recorders<br>--record players |
| Public School Libraries | Library Sciences degree and specialization in a literacy related area | Basic skills areas including:<br>--writing, reading, and math<br>--English as a second language | Materials used include:<br>--films and slides<br>--sound cassettes<br>--records<br>--kits | Equipment used includes:<br>--record players<br>--tape recorders<br>--projectors |

LIBRARIES' INVOLVEMENT IN LITERACY EDUCATION (Continued)

| | Library Cooperation with Other Agencies in Literacy Education | Length of Cooperation | Number of Agencies with which Library Cooperates | Annual Literacy Education Budget | Funding Sources | Major Start-up Funding Source |
|---|---|---|---|---|---|---|
| Public Libraries | Majority of libraries cooperate. Most frequently they cooperate with:<br>--Literacy Volunteer Assoc.<br>--Federally-funded programs | Three years on the average | Four agencies on the average | Literacy education budget is 3.4 percent of median annual budget. Median budget=$6000 | Federal funds constitute the largest funding source. | Federal funds |
| Community College Libraries | Majority of libraries cooperate. Most frequently they cooperate with:<br>--Other college departments<br>--Federally-funded programs | Five years on the average | Two other departments or agencies | Literacy education budget is 8.7 percent of annual budget. Median budget= $11,000 | State and local funding sources are the major sources | Federal funds only for some libraries |
| State Institutional Libraries | About one-half cooperate. Most often they cooperate with: | Six and one-half years on the average | Three other agencies | Literacy education budget is approximately one-third of | State and Federal funds are major sources | One-half had Federal start-u funds |

|  | Library Cooperation with Other Agencies in Literacy Education | Length of Cooperation | Number of Agencies with which Library Cooperates | Annual Literacy Education Budget | Funding Sources | Major Start-up Funding Source |
|---|---|---|---|---|---|---|
| State Institutional Libraries (Cont.) | --Federal programs<br>--State and local agencies<br>--Schools |  |  | annual budget. Median budget= $1,097 |  |  |
| Public School Libraries | Library staff cooperate with:<br>--other school staff<br>--other libraries in the area<br>--other educational agencies | --- | An average of 11 libraries | Literacy education budget varied greatly. Median budget= $600 | Libraries mostly have state and local funds. Fewer than half also have Federal funds. | Approximately one-quarter had Federal start-up funds. Federal start-up funds constituted 50% of literacy budget. |

LIBRARIES' INVOLVEMENT IN LITERACY EDUCATION (Continued)

| | Difficulties Experienced in the Provision of Literacy Education |
|---|---|
| Public Libraries | --Obtaining start-up and continuation funds<br>--Defining the library's role in providing literacy education services<br>--Identifying and securing services of trained tutors |
| Community College Libraries | --Defining the library's role in providing literacy education<br>--Obtaining the community college support of library's involvement in literacy education<br>--Obtaining start-up and continuation funds for literacy education |
| State Institutional Libraries | --Obtaining start-up and continuation funds<br>--Defining the library's role in providing literacy education |
| Public School Libraries | --Obtaining materials and equipment especially targetted to particular literacy education needs of pupils<br>--Lack of adequately trained library staff |

Literacy education activities provided by libraries fall within the range of services that libraries generally provide. Libraries involved in literacy education mostly provide the range of their general library services, with slight modifications. The factor that most significantly differentiates libraries' literacy education services from their general services is the target population rather than the type of service or its method of delivery. Most frequently, libraries involved in literacy education, regardless of library type, engage in the identification, selection, acquisition and maintenance of literacy education materials for use in the library or in literacy education classes. Libraries, exclusive of public school libraries, also provide space and facilities for the conduct of literacy education classes or tutorials or for the training of literacy education tutors. In addition, libraries provide, with somewhat lower frequency, Information and Referral services and publicizing of literacy education services. Only a small proportion of the libraries engage in the most direct services -- services representing skill areas not traditionally present among library skills -- training of library staff or other community members in literacy education and tutoring individuals or classes.

In addition to the utilization of facilities, materials and Information and Referral services, libraries make extensive use of their audio-visual materials and equipment in literacy education. Libraries involved in literacy education tend to have a wide range of audio-visual materials and equipment and utilize this range in providing literacy education services. Libraries, most often, regardless of library type, use films and slides, sound cassettes and recorders and consequently also tape recorders, projectors, and record players. No library identified audio-visual materials and equipment used in literacy education that differed from those commonly used by the library. Moreover, the frequency with which specific types of audio-visual materials and equipment were used in literacy education paralleled their use in general library services.

Consistent with the utilization in literacy education of facilities, equipment, materials and services which libraries had or were producing exclusive of their involvement in this area of service, is the deployment of library staff. Library staff involved in the provision of literacy education are staff employed by the library to provide general library services. Their involvement in literacy education constitutes only one of their responsibilities. Libraries deploy one or two full-time and part-time staff in literacy education. These staff spend only part of their time in literacy education. Librarians and paraprofessional staff provide literacy education services. Volunteers are used only by a small number of these libraries.

The deployment of general library staff in the provision of literacy education services is possible and effective due to the nature of libraries' involvement in literacy education. Library staff involved in literacy education generally have a degree in Library Sciences and a literacy-related area of specialization. Furthermore, the literacy education services these staff provide are similar to the library services which they have been providing. The similarity between the services these staff provide generally and within the context of literacy education explains the fact that only a small number of libraries provide in-service training to their staff who are involved in literacy education. In-service training is mostly provided to the para-professional staff rather than to librarians or to librarians who become involved in the provision of services (training, tutoring) which they had not provided before by the library.

Through the use of facilities, materials, equipment and staff available to the library in its regular operations and through the provision of services which the library generally offers, libraries have managed to become involved in literacy education without the necessity of introducing major changes, acquiring new skills or providing new types of services. This mode of libraries' involvement in literacy education is also reflected in the small budgetary allocations reported by libraries in this area of service. Although the budget levels reported by libraries vary greatly both within and across library types, funds allocated to literacy education tend to be small as well as stitute a small percentage of the libraries overall budget. Largely, libraries' literacy education funds originate from multiple sources. The share of Federal funds among the funding sources is consistent across the four types of libraries surveyed. The share and size of Federal funds is highest among public libraries and lowest among public school libraries and community college libraries. Federal funds constituted the major source for the start-up of involvement in literacy education for public libraries and state institutional libraries. These two types of libraries also report with a high frequency that one of the two major difficulties they had encountered in their provision of literacy education services has been in obtaining start-up and continuation funds.

The second area of major difficulty reported by public libraries, community college libraries, and state educational libraries relates to the role of the library and the nature of its involvement in literacy education. Given the reactive mode of libraries' involvement in the literacy education area, the extent of their cooperation with other organizations and service providers, and their subsequent provision of literacy education services which are not clearly distinguished from their general library services, the difficulties which libraries have encountered in defining their role in literacy education, specifying their literacy education identity, and establishing their autonomy as a literacy education provider are to be expected.

Literacy education as an area of service constitutes a cross-road for libraries. While not widely recognized by libraries and by other agencies as an area of services which is appropriate for library involvement, literacy education requires approaches and skills which library staff do not traditionally possess. Involvement in literacy education necessitates outreach to populations not commonly counted among library patrons, recruitment of groups lacking in skills which are essential to library use, and the provision of a range of services not within the scope of traditional library services. Comprehensive involvement in literacy education, on part of libraries, therefore requires drastic changes in library operations, in staff attitudes, and in the recruitment or development of new skill areas, changes which many libraries cannot undertake because of limited resources. Comprehensive involvement in literacy education can, however, be accomplished by libraries within their resource limitations through participation in a cooperative literacy effort, where each participating agency provides a particular set of services which are within its area of skill or expertise. Under such circumstances, the library can provide services in the areas of space, facilities, equipment, material identification and maintenance, publicity, and Information and Referral, while other cooperating agencies can provide training, tutoral, and other client-related services.

For the library to participate effectively in cooperative literacy education efforts, the library, the cooperating agencies, and the community have to modify current attitudes and perceptions. The library and its staff have to clearly define their role in literacy education and perceive their involvement both as necessary and appropriate. The cooperating agencies subsequently have to recognize the library as a useful and committed resource in literacy education. Similar perceptions have to be adopted by the community, regarding the library as a resource and as a "natural" center.

# CHAPTER X: RECOMMENDATIONS

## 1. Introduction

As in previous research and review studies dealing with literacy,[1] the initiation and development of cooperative, community-based literacy education efforts emerge also in this study as the recommended major approach to literacy education. The need for a community-based literacy effort instituted through the cooperation of appropriate agencies emerges as the most appropriate approach due to several reasons.

- An effective literacy education program must be highly responsive to the literacy needs of the population. Responsiveness reflects the characteristics and needs of the local population groups. A program tailored to the needs of these local populations--i.e., a community-based program--is therefore imperative.

- Literacy education requires a multiplicity of resources and skill areas that a single agency is not likely to possess. Therefore, cooperation among several agencies, each bringing specific resoruces and skills necessary for the development of a literacy education program is essential.

- Moreover, inter-agency cooperation is particularly necessary because of resource limitations which many agencies currently experience. Undertaking a literacy education program is likely to require resources which agencies cannot expand by themselves.

In stressing a community-based, cooperative approach to literacy, this study, unlike previous studies, focuses on the role that libraries can play in the provision of literacy education services. The findings of the study clearly indicate that although a considerable number of libraries are involved in literacy education, library involvement in literacy does not consitute a traditionally acceptable area of service. In fact, such involvement requires on part of the library the adoption or acquisition of skills and approaches which are not routinely incorporated into library functions, and services to a population not commonly served by the library. However, the study also demonstrates that libraries possess resources and skills which are not only relevant to literacy education, but which other community agencies are not likely to have. While the undertaking of a literacy education program may require significant changes and resources on the part of the library, which the library, like any other agency cannot afford to expand as a single provider, library participation in literacy education effort is valuable. Moreover, library participation in a cooperative effort is affordable to the library, to the cooperating agencies, and to the community in need of literacy services.

Although, within a coooperative literacy effort, the library like the other participating agencies, can contribute its unique skills, resources, and services, the library must at first:

- perceive literacy education as an appropriate and important area of service;
- define its role in literacy education in general as well as within the community-based cooperative effort;
- direct and restructure its appropriate skills and resources toward the population in need of literacy education;
- make itself visible in that role both to other agencies and to the community at large; and
- due to its location in a center position in the community and its information provision and brokage roles, the library should act as an instigator and coordinator of the community-based cooperative literacy education effort.

## 2. Issues, Conclusions, Questions, and Recommendations

The recognition and promotion of literacy education as an appropriate and priority area of involvement for libraries is fostered in the following set of recommendations. The recommendations, developed jointly with the study's Advisory Panel, are organized around the major study issues, and are responsive to the study findings and subsequent questions which these findings raised. Within each issue, recommendations relating to the Federal level, State level, and local level are included. For organizational purposes, the following section lists the issues, summarizes the major findings under each issue, identifies the subsequent questions, and then states the recommendations.

### I. Extent of Library Involvement in Literacy Education

Conclusions: Libraries involvement in literacy education is important and productive. A considerable number of libraries are involved in literacy education and provide a wide range of services to a variety of populations.

Question: What can be done to encourage and increase the involvement of libraries, regardless of library type, in literacy education?

### Recommendations

Overall Recommendation: Library involvement in literacy education should be encouraged and expanded regardless of library type. Activities to promote library involvement in literacy education should be undertaken by Federal, State and local agencies, by libraries, and by professional associations.

Federal Level: Literacy is a basic human right and should be seen as an end in itself. Functional literacy is a requisite for employment, for the successful negotiation of society, and for personal and emotional survival.

Literate citizens are America's leading resource and should be the active concern of Federal agencies, State agencies, local agencies, and community groups dealing with human resources.

Federal agencies should promote aggressively literacy education and encourage inter-agency cooperation in order to achieve literacy goals and objectives.

Federal agencies should encourage a national literacy leadership that recognizes and includes libraries as a major resource.

A national data base should be developed concerning libraries involvement in literacy education and the effectiveness and impact of their involvement.

State Level: State Library Agencies should recognize literacy education as a priority area of service for libraries.

State Directors of library services and Adult Basic Education programs should cooperate in the development of a state-wide information network that will collect and disseminate statistics on illiteracy in the state, the importance of literacy, major resources of literacy education, the role of libraries in literacy education, and literacy services provided by libraries and other agencies.

Decision-makers at the State level should disseminate information on the involvement of libraries in literacy education in their state, to local agencies, to community groups, and to libraries.

State agencies should coordinate need assessments at the community level. The need assessments should focus both on the need for literacy education and on available community resources and programs, including libraries.

Local Level: Libraries should examine and define their role as providers of instructional resources to their constituencies in a changing society in which knowledge is a major commodity and understanding information systems a requisite for functioning as a worker and citizen. Libraries are no longer dispensers of books but of multiple information and media services and as such they should function in their communities as active learning resource centers of which the traditional library is just one part.

Librarians need the opportunity to be informed about the potential role of libraries in literacy education. This opportunity should be provided by library science schools, initiated by the State Library Agency, or promoted in libraries through in-service training and staff development programs.

Libraries should collaborate with other local social services and education agencies in developing a coordinated plan to assess literacy education needs and to identify community programs and resources for literacy education.

Libraries should should conduct a campaign to inform community leaders about the community's literacy education needs, and target populations about available resources and services.

## II. Incentives and Barriers to Libraries' Involvement in Literacy Education

Conclusions: Library involvement in literacy education is usually reactive. Libraries become involved in literacy education as a result of a "literacy education gap" which occurs when a need for literacy education services in the community cannot be met due to the absence or unavailability of literacy education providers. Generally, libraries become aware of the unmet need for literacy education through information brought to their attention by community groups or by literacy education providers.

The major reason reported by libraries not involved in literacy education for their non-involvement is the libraries' unawareness of need, lack of need for such services, or the availability of literacy education services through other providers.

The major motivations to libraries to become involved or to resume their involvement in literacy are the presence of need for such services and the libraries awareness of this need, and the availability of funds for literacy education.

Question : Is the reactive mode of library inolvement in literacy education appropriate and sufficient or should libraries adopt a more proactive mode of involvement?

### Recommendations

Overall Recommendation: Libraries should change their reactive mode of involvement in literacy education and adopt the role of an initiator and coordinator of a community-based cooperative literacy effort.

Federal Level: The Federal agencies should create a national awareness of literacy education needs through Federally sponsored research and information dissemination to State and local agencies and to community groups.

State Level: To promote library involvement in literacy education, the State Library Agency should proactively undertake vis-a-vis libraries and other providers of literacy education a triple role of a convener, interpreter, and disseminator:

--the State Library Agency with the collaboration of other State agencies should encourage local agencies and libraries to idenfity and bring together literacy education providers and develop a community-based cooperative program.

--the State Library Agency should identify and interpret for libraries legislation related to educational services and materials for disadvantaged population;

--the State LIbrary Agency should disseminate information to libraries about sources of funding. The SLA also should encourage the Adult Basic Education leadership to disseminate information about ABE funds available to libraries, and to instruct libraries how to seek these funds.

The Board of Higher Education should encourage, support and mandate library science schools to include curricula focusing on the political process; community need assessments, public relations, library management (personnel and fiscal), and continuing education. Training of librarians should encompass attitude change, awareness of the literacy education needs of the community, and the development of knowledge and skills that are essential to the provision of quality literacy education.

Local Level: Librarians should be given the opportunity to take a more proactive role in the definition and provision of services in general, and in literacy education, in particular.

Training in community need assessments and library involvement in literacy education should be provided to non-professional librarians.

Local library leaders should focus on increasing the sensitivity to and awareness of library staff of local needs as well as on the most efficient methods avilable for responding to these needs.

## III: Alternative Types of Library Involvement in Literacy Education

Conclusions: Libraries involved in literacy education provide a wide range of services as well as a multitude of services. Most often libraries:

--identify, select and maintain literacy education materials for tutors and students (clients);

--provide space, facilities and equipment for literacy classes or tutorials and for the training of tutors; and

--provide information and referral and publicity regarding literacy education services and programs.

Literacy education services provided most often by libraries are within the range of services that libraries generally provide. On the "continuum" of literacy education services, the services undertaken most often by libraries represent the more passive or least intensive types of services. A small portion of the libraries engage in the most direct or intensive services such as outreach, training and tutoring.

**Question**: Should libraries become more intensely or directly involved in literacy education, given resource limitations?

## Recommendations

**Overall Recommendation**: Library involvement in literacy education should be encouraged by Federal, State, and local agencies, and expanded to be more direct.

**Federal Level**: Because of current resource limitations experienced by libraries, Federal agencies should assist libraries in resource mobilization. Federal agencies should provide funding incentives to promote inter-agency cooperation in literacy education, and encourage the more extensive use of volunteers.

**State Level**: State Library Agencies and State Education Agencies should become more involved in the provision of literacy education, and identify and be aware of the resources available in the state (at the State and local levels) for services to meet this need.

State agencies should carry out statewide needs assessments, coordinate with literacy education providers at the State and local levels and provide ideas and assistance in the development and implementation of a statewide as well as community-based literacy education network.

Specifically, State Library Agencies should involve Adult Basic Education and other literacy programs in library staff development and in the provision of in-service training to literacy teachers and tutors about the library resources.

State agencies should also coordinate with library science schools changes in curriculum to prepare librarians to become involved in literacy education.

**Local Level**: Libraries should make literacy education a priority area of service.

Regardless of resource limitations libraries should provide some literacy education services. In response to resource limitations, librarians should identify the literacy education services they can provide and draw upon other literacy education resources in the community in order to strengthen or expand library services.

## IV. Populations Served by Libraries Involved in Literacy Education

**Conclusions**: Literacy education services provided by libraries are targetted to populations varied by age, education, ethnic background, and bilingual characteristics.

While the age of the population served varies by type of library (e.g., public libraries serve mostly adults, public school libraries, state institutional libraries and community college libraries serve their institutional population), most libraries involved in literacy education serve populations that are ethnically heterogeneous, have a low educational level or for whom English is a Second Language.

Generally, handicapped persons are not a target population and a small number of libraries provide literacy education to them.

Libraries involved in literacy education, most public libraries, are aware of people in their community with literacy education needs who are not served by the library or by other providers.

Question: In light of the wide range of populations in need of literacy education and the resource limitations experienced by libraries, should libraries target their services toward specific groups or should they expand their services to all?

## Recommendations

Overall Recommendation: Libraries should expand their literacy education services to populations currently unserved. Priority should be given to populations "most in need" of literacy education services.

Federal Level: Federal agencies, in consultation with State agencies and with education and library science professional associations should develop a definition of the "most needy." This definition should include both income level and literacy need specifications.

State Level: To serve the various populations in need of literacy education, State agencies should recognize the specific needs of these populations, and develop and provide appropriate training to library personnel.

State Library Agencies should encourage libraries to serve the populations not served by the other literacy education providers in the community.

Local Level: Libraries should not target their literacy education services only to one group. Within their jurisdictions, libraries should make services available to all persons including handicapped populations in need of literacy education.

Libraries should serve as a laison between the literacy education provider and the client.

Libraries should conduct outreach to organizations for the handicapped and ensure that literacy education services are provided to them in the library or at home. Thus, libraries should determine the literacy education needs of handicapped persons and overcome barriers preventing handicapped people from obtaining and using the library's literacy education services.

## V. Print and Non-Print Materials and Equipment and Communications Technology Used by Libraries in Literacy Education

Conclusions: Libraries involved in literacy education usually have a wide range of print and non-print materials and equipment for use in literacy education.

Generally, the type of non-print materials and equipment utilized by libraries in literacy education resembles the type of non-print materials and equipment used for general library services.

Communications technology hardware and software are available only in a few libraries and their use, both in general library services and in literacy education, is limited.

Question: What should Federal, State and library policies be with regard to the use of communications technology in literacy education, in light of its high costs, limited current use in libraries, and the resource limitations experienced by libraries?

## Recommendations

Overall Recommendation: Communications technology software and hardware which can be utilized in basic skill development programs should be initiated, developed and disseminated at all levels for use in literacy education.

Federal Level: Federal legislation and financial incentives that encourage the development, collection, and utilization of multi-types of communications technology for literacy skill development should be initiated.

Incentives for developing software for the non-literate as well as for the highly literate populations should be included in all Federal legislation related to communications technology.

State Level: State agencies should encourage and instruct librarians and other literacy education providers to increase the use of communications technology in their programs.

State agencies concerned with literacy education should develop a statewide policy regarding the use of communications technology in literacy education.

State agencies should develop or sponsor the development of audio-visual software. They should disseminate information about its availability and use to local agencies and libraries.

State agencies should be a resource for communications technology hardware utilized in instructional programs.

Local Level: As part of the reallocation of resources, libraries should become more aware of communications technology and increase its use in their programs.

## VI: The Relationship Between General Library Characteristics and Library Involvement in Literacy Education

Conclusions: Comparisons between libraries involved in literacy education and libraries which do not provide literacy education services on a series of variables representing general library characteristics reveal significant differences, mostly for public libraries, between these two types of libraries.

Libraries involved in literacy education are likely to be located in larger urban and suburban communities with ethnically heterogeneous populations. These libraries are likely to be headed by Boards of Trustees and Directors who highly support libraries' activities in literacy education. Moreover, such libraries tend to be better informed of community need and have the personnel, materials, equipment and financial resources necessary for involvement in a new area of service.

Question: Should Federal and State policies and strategies for increasing library involvement in literacy education apply to all libraries, or should they be targetted toward libraries with greater potential for involvement in literacy education?

### Recommendations

Overall Recommendation: All libraries should be encouraged to become involved, within their capabilities and resources, in literacy education.

Federal Level: Federal policies regarding the promotion of library involvement in literacy education should not focus only on libraries with the "greater" potential for involvement.

State Level: State policies concerning libraries involvement in literacy education should not be directed only to libraries with a "greater" potential for involvement but to all libraries.

State agencies should disseminate information to local agencies and to libraries indicating how libraries can become involved in literacy education and what services they can provide to needy populations. In addition, State agencies can identify and provide descriptions of libraries which have been successfully involved in literacy education.

## VII: Library Participation in Cooperative Literacy Education Programs

Conclusions: Library cooperation with other agencies, departments, institutions or organizations in literacy education is common and essential to library involvement in this area of service. Most frequently libraries cooperate with other agencies or institutions that already have, at the time when cooperation is initiated, a literacy program.

Both libraries and cooperating agencies provide a range of literacy education services. Services provided by libraries and cooperating agencies are not clearly distinguished or different.

Although the cooperative efforts are informal, they are continuous once implemented.

Questions: What actions can be taken by Federal, State and local agencies and by libraries and community groups to promote cooperative literacy education efforts and thus increase library involvement in literacy education?

Should the current informal style of cooperation be changed and how could such change be promoted?

## Recommendations

Overall Recommendation: The development of a cooperative literacy education effort in which libraries and library agencies participate is essential at all levels to the promotion, development, and provision of literacy education.

Federal Level: Inter-agency cooperation regarding literacy education should be initiated at the Federal level and promote cooperation at the State and local levels.

Through inter-agency cooperation at the Federal level, a coordinated national literacy education policy and plan should be developed. The policy and plan identifying resources and services should serve as a basis for the initiation and development of cooperative efforts at the State and community levels.

State Level: State agencies should promote formal and informal State and community planning for the provision of literacy education.

A cooperative effort among State agencies should be developed to provide technical assistance, support services related to need assessment, and assistance to libraries and to other providers in planning, staff development, and evaluation of literacy education programs.

Local Level: Libraries should initiate and coordinate community-based cooperative literacy education programs.

In cooperation with other local agencies libraries should develop an inventory of community literacy education providers.

Cooperative literacy education efforts should be based on formal agreements and carefully planned. Priority should be given to a plan that will benefit the users and the community.

## VIII. Funding of Literacy Education Services Provided by Libraries

Conclusions: Library budget allocated to literacy education, although varied, constitutes a small percent of the overall library budget.

Federal funds were evident both as start-up funds and as continuation funds in a considerable number of libraries involved in literacy education. Federal funds constitute the largest funding source for public libraries.

Funds allocated to literacy education in the last five years have decreased or remained unchanged for a large number of libraries. Unavailability of funds for literacy education is reported as the main reason for ceasing library involvement in literacy education while availability of funds is a major incentive for resuming involvement or becoming involved in this area of service.

Question: In light of the study's findings, the pattern of Federal funding, and the current political climate, how should State Library Agencies and other State agencies use Federal and State funds to promote library involvement in literacy education?

### Recommendations

Overall Recommendation: Libraries and State agencies should become better informed about available funding sources for literacy education.

Federal Level: Literacy programs provided by libraries have traditionally utilized Federal start-up funds. Since Federal funding is decreasing, there is a need for the initiation of long-range literacy programs into new legislation.

Federal agencies should introduce literacy education into legislation in terms of its socio-economic impact and access to services.

Federal agencies should promote literacy as an essential goal for increasing employment, promoting economic recovery, and effectively utilizing human resources.

State Level: State decision-makers should take a leadership role in assuming financial support to community literacy education programs. In addition, State agencies should develop budgetary guidelines for the allocation of State funds and the dispersement of Federal funds.

State agencies should provide more information to libraries regarding available funds and assist libraries in obtaining these funds.

Local Level: Libraries should become more familiar with fiscal management.

Libraries should learn more about different funding sources, and seek these funds for their literacy education services and programs.

## References

1. Hunter, Carmen St. John and Harman, David. Adult Illiteracy in the United States. McGraw-Hill Book Company, New York, 1979.

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Volume I

Ester Gottlieb Smith, Ph.D.

May, 1981

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# Appendix A:

# LITERATURE REVIEW
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# STATE-OF-THE-ART
# LITERATURE REVIEW

## I. Introduction

The following bibliography has been created as the initial step to study libraries' involvement in the national literacy effort. The materials reviewed were identified through a variety of sources including Advisory Panel members, other consultants, existing bibliographies and on-line computer searches. Because both "libraries" and "literacy" represent separate areas of inquiry per se, the potential for identifying literature was enormous. However, many of these documents are more specialized than required for the current study and thus, have been excluded from this bibliography. On the other hand, some literature focusing only on "literacy" or "libraries" provides useful information for the study design and survey instrument, providing definitions, classification systems, etc. The basic criteria for including books or articles in the State-of-the-Art Literature Review were:

- substantive/content appropriateness to the issues of "libraries in literacy"; and
- methodological relevance to the survey research concerns for this study with respect to both libraries and literacy.

An additional criteria was recent publication, (from 1965 to September 1979) since the concept of libraries' role in serving the educationally and economically disadvantaged appears to have emerged, in the context of this study, in the mid-1960's and has crystalized slowly but consistently during the past decade. We have relied primarily on secondary sources for much of the philosophical, social, and political history on library involvement in the literacy movement.

The following annotated bibliography is intended as a working bibliography for the study of libraries and literacy. For in-house project purposes, it will be updated periodically as new publications are available. What is currently not included are:

- very recent studies, such as the Ford Foundation's Adult Illiteracy in the United States. These are presently in the mail and will be added to the existing bibliography as they are received and reviewed.
- "fugitive literature", or that which was originally produced in relatively small quantities and is not filed in collections that are accessible to the public, i.e., some of the Morehead State University project materials fall into this category.

With the exception of these, CRC Education and Human Development has identified, obtained and reviewed approximately two hundred documents which has resulted in the list of selected references below. A full listing of all documents reviewed will appear in the Contextual Paper's unannotated bibliography.

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## II. Annotated Bibliography

"ALTA's Short urges trustees to combat U.S. illiteracy," Library Journal, 101:1069, May 1, 1976.

John T. Short, President of the American Library Trustee Association, asserts that "the library...ought to tackle the job of educating illiterates by reordering its priorities, and not by going after more state or federal funding." ALTA formed a task force to explore and coordinate trustees' response. Mrs. Raymond F. Yates was appointed head of the task force. For further information about the results she can be contacted at: 109 Windemere Road, Lockport, NY, 14094.

"An Overview of Public Library Services to Institutions" Library Trends, Vol. 26, No. 3, pp. 413-29, Winter, 1978.

This article describes library services related to institutions or "institutionable" clients, and the hallmarks of quality library service needed to maximize library service apply to literacy programs, such as: humaneness, acceptance, and concern for all users; willingness to take programs to the people; and having non-print materials to suit all users.

Appalachian Adult Education Center, 1973 Interim Report of the Appalachian Adult Education Center, Morehead State University, Morehead, KY, 1973.

The interim report describes the operations of various literacy education project approaches at different sites in the Appalachian region. The underlying theme is that of libraries' participation in a total community effort which includes schools/teachers as well as community organizations. Of special interest are the alternative strategies used for delivering services to different types of new adult readers, with a comparison of the use of educational television strategies, personal instruction, and traditional printed materials in combatting the problem of illiteracy. The report also sets priorities for future program development in the areas of career education and parent education for new adult readers.

Armour, Jenny, "How the Public Library Can Help," New Library World, 76:31-2. February, 1975.

This is a brief description of a literacy program in Manchester, England. Contained are suggestions for providing adequate library outreach services for literacy programs. Principally they involve: making contact with potential students and linking them with volunteer tutors; recruiting and

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training them; acting as liaison for local organizations dealing with literacy; ensuring that adequate materials for students and tutors are available; and carrying out a publicity campaign to make the public aware that a program exists. There is also an evaluation of the program carried out in conjunction with the Manchester Council for Voluntary Service Literacy Project.

Axam, John, "The Public Library and the Adult Illiterate," Pennsylvania Library Association (PLA) Bulletin, 29:72-4, March, 1974.

Definitions of complete, functional, partial and variable literacy are provided. Step-by-step suggestions on how to provide library services for illiterates are covered as well as what services can be provided--space, coordination with other agencies, collection development, audio-visual materials. Reference is also made to the Fall 1973 issue of RQ which contains a bibliography of bibliographies of easy reading materials for adults. A list of major publishers who produce easy to read adult basic education materials is also provided.

Brown, Eleanor, Library Service to the Disadvantaged, Scarecrow Press, Inc., Metuchen, NJ, 1971.

This book is an excellent source for project and program ideas related to libraries engaged in working with the disadvantaged. It gives an overview of progress to date (1971) by synthesizing ideas and thoughts presented in conferences and recent literature. The book is arranged by various types of disadvantaged (institutionalized, black American, migrants, illiterates, etc.) and then describes programs, or parts of programs, that serve that target population. Programs that serve illiterates are noted and described in pp. 428-463. Also useful in this volume are the Appendices (conferences, workshops and book lists and bibliographies). One general conclusion regarding successful library programs is that libraries presented in this book are limited in the role of English and reading teachers, and that the most effective role for the library is as a partner to other agencies, acting jointly to combat illiteracy.

Casey, Genevieve M., "Services to the Disadvantaged," Library Trends, October, 1974, pp. 271-285.

This article focuses on trends and developments in urban libraries to reach out and serve all populations (including disadvantaged) due to the social climate of 1960's, the war on poverty and change in the population of the cities. It points out ways libraries are attempting to serve the unserved populations including the "functionally illiterate." Casey sees the library's role in this capacity, providing linkage between the functionally illiterate adult and existing programs, as a catalyst to programs, and as a support to adult education programs. In this role, it is suggested that the library and staff should make certain changes such as:

librarians need to be people oriented, reflect ethnic make-up of community, be sensitized to functionally-illiterate adults, and modify library policy/systems to enable functionally-illiterate adults to be library users.

Cazort, Jane M. "Workshop on Materials for the Adult Reader." Arkansas Libraries, 30:12-16, Summer, 1973.

This article provides a summary of a workshop held by Helen H. Lyman. Some interesting ideas on how to be more sensitive to adults with reading problems are presented. Mainly important are the twelve ideas listed at the end of the article which suggest activities for literacy programs. Also mentioned is the MAC Checklist--Materials Analysis Criteria: Standards for Measurement, a system developed by Lyman to evaluate the appropriateness of reading materials for adult new readers.

Childers, Thomas A., Third year continuation of a research and design criteria for the implementation and establishment of a neighbor-information center in five public libraries--Atlanta, Cleveland, Detroit, Houston and Queensborough: Final Survey Report, U.S. Department of Health, Education and Welfare, Office of Education, Office of Libraries and Learning Resources, 1975.

A thorough analysis of the programs established by the five public libraries listed in the title. Descriptions are of presented program implementation, problems faced, results derived, materials used, and evaluation of the success of each project.

Coleman, Jean E., "Literacy Programs, Library," ALA Yearbook 1976, pp. 219-223, American Library Association.

A general history of ALA projects and attitudes concerning literacy. The discussion includes an ALA definition of four categories of literacy programs and a general summary of library activities in relation to these programs. There are some references made to specific programs. The second part of the article reviews the Appalachian Adult Education Center experience. This article presents a good basic explanation of the goals and activities of the Appalachian Adult Education Center project.

Cook, Wanda, Adult Literacy Education in the U.S., International Reading, New York, 1977.

This book provides a thorough discussion of the problems and repercussions of illiteracy in the U.S. from the viewpoints of both the nation and the individual. It describes agencies and projects which deal with the literacy problem, how and where they function, what their successes and failures have been, and what the future holds. Libraries are only one part of overall literacy education effort and are dealt with as such. This text is of more use in understanding the overall view of literacy than about libraries.

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De Prospro, Ernest R. et al., Performance Measures for Public Libraries, American Library Association, Chicago, IL, 1973.

This document represents an interim report on the study of performance measures for evaluating library services. The authors found, in assessing earlier research, that existing studies suffer from lack of consistency between the measures and definitions used in the different studies, that most study models are too theoretical for practical application in evaluating program services, and that the research has been designed and conducted by those having little knowledge about the ways that libraries function. In addition, in a statistical test of the appropriateness of specific evaluation variables, they found most traditional variables to be redundant and overlapping, since they could all ultimately be traced to budgetary concerns. The report also provides useful information on the types of information that libraries tend to keep which would be appropriate for evaluation use. The ultimate finding is that much of the statistical information available in libraries is geared to accountability reporting and does not focus on qualitative "process" variables which could indicate how well or how effective libraries are in providing specified services.

Devereux, W.A., "Adult literacy and the public library service," Library Association Record, 77:209, September, 1975.

Although this article describes a British project, it is useful because it summarizes how the Adult Literacy Resource Agency used a government grant to produce the Adult Literacy Symbol, a trainer's kit, and a bimonthly newsletter to disseminate information about the program. A volunteer tutor's pack was commissioned for October 1975. The project was undertaken with close cooperation between the Adult Literacy Resource Agency and libraries. Although the library was not instrumental in initiating the project, it describes alternate ways in which the library can aid literacy efforts. For further information about the project and the volunteer tutor's pack contact the Adult Literacy Research Agency.

Directory of Libraries, Information Centers, and Projects in the Field of Literacy, International Institute for Adult Literacy Methods, 1972.

This text is exactly what the title implies, a list of literacy programs within the U.S.. The scope and nature of the programs are described and addresses of agencies and libraries are provided. Since much has changed in literacy education since 1972, the material is often out dated and incorrect.

Eyster, George, Interrelating Library and Basic Education Services for Disadvantaged Adults, Appalachian Adult Education Center, Vol. II Annual Report, 1973.

This report explores the relationships between library and education characteristics (and those of the professionals employed therein) with respect to the coordination of goals and activities in delivering literacy education services. Eyster views adult education as problem solving and

and information gathering, with reading as the tool to accessing the information. He notes, however, that considerable tension can arise between the educational and library sector, as each views its role differently and the organizational elements within which each operates are frequently incompatible.

Fillion, Rebecca, "Editor's Point of View," PNLA Quarterly, 41:18-19, Summer, 1977.

According to Ms. Fillion, libraries should be sensitive to the needs of non-readers by using more audio-visual materials (as alternatives to the printed word) and planning appropriate library space for listeners and viewers. Procedures should be established for making library catalog cards available that do not require reading and non-written directions should be created to direct non-readers to the materials available for them within the library. Cited as one of the earliest library literacy programs in the United States is the project undertaken by the Brooklyn Public Library in conjunction with the Carnegie Corporation and Brooklyn College. The program is still in existence.

Fleming, Lois D., "The Role of the State Library Agency in the Battle for Literacy," Drexel Library Quarterly, Vol. 14+ No. 4, October, 1978.

Fleming's article presents the survey findings for a national study of State Library Agencies' involvement in literacy education. Her research indicates that SLA's tend to participate in the literacy effort in terms of planning, funding, and support of workshops. Indeed, the majority of agencies responding felt that their role should be supportive of the local libraries' efforts rather than proactive. Indeed, fewer than half the responding agencies provide even a minimum level of support, believing that local libraries will ask for such support when and if they need it. In addition, there is some evidence of turf problems between education and libraries, especially in State Education Agencies that have become heavily involved in the literacy education effort.

Forinash, Melissa, "Materials Selection for ABE Collections," Drexel Library Quarterly, Volume 14: No. 4, October, 1978.

This article probes the role of librarians as part of the total community effort to plan and deliver literacy education services. Forinash discusses the types of material selection approaches librarians may wish to pursue and sets forth a plan for coordinating the choice of specific items with community and target population needs. Library involvement in the total literacy effort emerges as a brokering function, with librarians serving as linking agents between the suppliers or publishers of new adult reader materials and the educational institutions which provide the actual instruction.

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Garrison, Guy, ed., Total Community Library Service, American Library Association, Chicago IL, 1972.

This volume contains a series of conference presentations on linking models for inter-institutional coordination of literacy programs. Each paper extolls the virtue of the community education concept, citing its potential for maximizing educational services through careful coordination of community resources. The format of this document presents an interesting contrast in viewpoints between the presenters who delivered formal papers and their respective commenters/critics whose challenges are also published. Indeed the conference exemplifies some of the reasons why libraries' role in the community--and literacy education--has been of growing interest throughout the past decade, yet remains largely a topic for discussion. The tone of the presentations throughout are essentially theoretical, academic, and philosophical; the commenters, on the other hand, point out the practical problems in implementing such theoretical models of community coordination. Overall, neither the presenters or their critics appear to have found operational solutions to the difficult problems in literacy education.

Glover, Peggy. "Beyond the First R." Wilson Library Bulletin, 50(9):737-8, May, 1976.

This article describes the programs and services available at the Philadelphia Free Library, one of the oldest and strongest literacy projects in the United States. Most notably it describes the Reader Development Program, its history, the number of staff involved, statistics on circulation of materials, and interagency cooperation. The particular activities of the staff, seminars, visits to outreach programs and training methods are discussed. Compilation of an annual annotated bibliography and production of a bimonthly newsletter are mentioned. These two sources of information could prove to be valuable and should be requested when contacting the Philadelphia Free Library. Future plans for the library and its reader programs are also outlined.

Gotsick, P., "Adult Basic Education and Public Libraries: Services to the Disabled Adult," Adult Lead, 21:329-30, April, 1973.

This article describes the Appalachian Adult Education Center in Morehead State University as it serves to demonstrate that cooperation and coordination between the public library and adult education agency is possible and mutually beneficial. Both sectors share similar objectives in serving the disadvantaged population by coordinating services efficiently and effectively. It describes successful joint activities, some problems encountered and ways to overcome them.

Gray, B., Literacy Programs and Public Libraries, South Bay Coop Library System, Santa Clara, CA 1977.

This provides the most up-to-date listing and discussion of literacy programs within the context of public libraries now available. A discussion of the scope of each program is presented along with staff requirements, acquisition of materials, outreach aspects and evaluation of success of each. Until the ALA directory is published, this text can be considered a primary source for information on public library involvement in literacy projects.

Hinkle, John and Hunt, Pat, "RISE (Reading Improvement Service Everywhere)," Oklahoma Librarian. 25:20-2, January, 1975.

A very brief description of the RISE program and how it can be implemented. The procedures used to organize the project, the materials used, how the library staff was involved and the initial results of the program are covered.

"How Libraries and Community Organizations Further the Learning of Adults," Adult Services Division Newsletter, ALA, 7:51-54, Summer, 1970.

This article presents a general discussion and review of papers presented at the Galaxy Adult Education conference. The following trends are highlighted: public libraries' responsibility to serve the total community; the importance of library personnel involvement in community planning related to adult education; and the need to reassess and redefine library staff roles and duties. It also lists common characteristics of "low-level readers" which prove to be constraints in teaching/improving their reading.

Korkmas, Sister Ann, "Project 'Look at Me!'" Catholic Library World, 45:158-160, November, 1973.

This describes the "Look at Me!" project undertaken by the Dallas Public Library's Community Education Office. Detailed discussion of how the project was carried out and what it entailed are covered. An explanation of the problems faced once the project began and what was learned are also included.

Landy, Sarah. "The Right to Read: Regina Public Library Accepts the Challenge." Canadian Library Journal. 31:442-5, October, 1974.

Although this is a description of a Canadian public library program, there is a thorough explanation of what the project was, who started it, ran it and how it was run. The final information in the article is an eight step list of procedures for setting up a reading program. The material presented is informative and applicable to any library.

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"Libraries and Needs for Literacy: A Statement By the Library Association." Library Association Record. 77:184, August, 1975.

According to this national organization, literacy work will be primarily the concern of public libraries. One recommendation is that libraries should become the focal point for promoting literacy by sponsoring voluntary tutoring and acting as liason between literacy projects in their area and teachers. A wide range of materials for new readers--reading books, instruction books, word games, tapes, slides, filmstrips and audio-visual equipment should be acquired by libraries as support material. Geographic distribution of material should be provided by using all branch libraries. Libraries should actively lobby publishers and official agencies for wider ranges of materials. Evaluative lists of suitable books and materials should be made available to tutors, students and the general public. Library staff should be knowledgeable of all extension services within their area. Concerted publicity campaigns should be undertaken to make the public aware of library involvement in literacy programs. In-service training for librarians to help them deal with illiterates should be initiated. Libraries should provide space and facilities for students and tutors.

Lipman, Claire K., The Disadvantaged and Library Effectiveness, American Library Association, Chicago, IL, 1972.

This study of 1177 libraries examines the role of these institutions in the disadvantaged community, using economic status as an indicator of "disadvantaged". Working through CAP agencies, the author attempted to determine how users perceived the library and its services. Her findings indicate that the library had little impact on the poor, despite libraries' attempts to publicize their materials and services, although individuals living within walking distance to the facility tended to use it more than others. In addition, the author presents a model for evaluating library services, intended for use as a program planning tool. The study also contains useful information for future library program studies and evaluations.

Lyman, Helen H., Library Materials in Service to the Adult New Reader. American Library Association, Chicago, IL, 1973.

This report describes the background, objectives and accomplishments of a project to develop criteria for evaluation of materials for the adult new reader. The criteria include strategies for evaluating materials, identifying and assembling materials, reviews of reading specialists and educators, and agreements for cooperation made with thirteen public libraries. A bibliography of older material (1960's) on libraries and literacy is also included. The bibliography is especially useful for further background information on the development of literacy programs.

Lyman, Helen H., "Reading and the Adult New Reader." Library Trends 22:197-217, October, 1973.

Some general statistics on illiteracy--by age and by geographic location--are presented. A definition of the term "adult new reader" is provided as well as some basic charateristics associated with the overall group: subject interests, educational background, age, ethnic background and reading activity rate. The adult new reader's comprehension and response to cultural and ethnic materials is also discussed. Also covered are some basic assumptions underlying effective library reading development programming. A model for a multimedia system for home-based continuing education for adults is described. Finally, a list of agencies serving adult new readers--e.g., Project Crossroads--is provided with an evaluation of libraries interaction with these agencies. This article is an excellent source for an understanding of the library's role as linker between illiterates and extension programs.

Lyman, Helen H., Reading and the New Adult Reader, American Library Association, Chicago, IL, 1976.

This volume builds on Lyman's earlier work, Library Materials in Service to the New Adult Reader. The focus of this book is to assist librarians and others in planning and establishing literacy education programs for adults with low reading levels. She presents a comprehensive approach to the special needs of this target population, especially with respect to those needs which impinge on their motivation to ready and their ability to learn.

Lyman, Helen H., Literacy and the Nation's Libraries, American Library Association, Chicago, Illinois, 1977.

This volume, Lyman's most recent major work, presents a comprehensive, flexible approach to libraries' active participation in literacy education. The book is essentially a "how-to-do-it" manual which includes specific alternative planning and implementation guidelines, information on important differences in client characteristics and ways these impact on the selection of materials and learning styles and insightful discussion on barriers to client participation in library programs. Although the work is clearly intended for use by librarians, it may serve as a practical guide for any group or institution that is considering involvement in literacy education.

Lyman, Helen H., "Literacy Programs, Library." ALA Yearbook 1977
American Library Association, 1977, p. 198-200.

A definition of literacy in relation to the social, cultural and economic environment is presented. The measure of literacy is taken to be the extent of reading comprehension in context of experience and use. To be literate a person must have the ability to use communication skills and knowledge about the subject and know how to aquire information needed to do the things which need to be done. The Adult Performance Level (APL) is mentioned as the most recent measurement of literacy. The University of Texas Adult Functional Competency (Northcutt, 1975) is cited as a method of identifying skills and knowledge adults need for living; statistics on U.S. illiteracy are also contained in the volume. A list of places where literacy programs are underway is also included, as well as a short list of references on the topic of literacy.

Lyman, Helen H., "Literacy Programs, Library." ALA Yearbook 1978
American Library Association 1978, p. 181-2.

This entry presents the general survey of the year's activities. (This section became a permanent part of the ALA Yearbook starting in 1977.) Lyman lists the programs for literacy which were underway during 1976-77, by name and location. A brief discussion of staff training for literacy programs asserts that Association programs and library staff development programs have been the source of informal training, while literacy organization workshops and schools of library science have provided a more formal approach. The ALA divisions which conducted literacy workshops during the 1977 ALA conference are listed. Alternate terms for library literacy programs are provided, as well as a description of the ways libraries have helped these programs, e.g., acquisition of materials, providing space and/or staff and sending staff to be trained. Library Programs Worth Knowing About is cited as a source describing the literacy programs around the country.

Lyman, Helen H., "Literacy Programs, Library." ALA Yearbook 1979

This article provides a review of the year's activities in libraries in relation to literacy programs. States with literacy programs are listed along with the reasons why some programs have been terminated--most notably austerity budgets, inability to reach potential learners, and loss of staff. It discusses, in general terms, of the ways libraries can and have contributed to programs. A list of public libraries which have new programs is also included, as well as sources of funds. Descriptions of the projects and programs undertaken by the Missouri State Library Association, the Enoch Pratt Free Library in Baltimore, the Philadelphia Free Library, the Chester County Library Literacy Program (using the Laubach training method and materials) and the New York state and New Jersey correctional facilities programs. Also cited as materials which will be helpful in literacy programs were the Directory of Library Literacy Programs, to be published by the American Library Association sometime in 1979, and the LIT TV: Literacy Instructor Training project, a five part television film workshop with handbook.

Molz, Kathleen, Libraries and the Right to Read. U.S. Department of Health, Education and Welfare, 1973, 18 pp.

This material gives a general overview of projects related to Right to Read goals.

Phinney, Eleanor, Library Adult Education in Action-5 Case Studies, ALA, Chicago, 1956, 182 pp.

This article describes and evaluates in the form of case studies five exemplary adult education programs in public libraries. The case study presents a biography of each program and further analyzes and compares programs to determine common elements of successful adult education programs. Research methods include: interviews; questionnaires; library records; and observations of specific services. The studies investigated such elements as: cultural and social climate of community; relations with other agencies; library administration; policy and government; staff; resources; financial support.

Right to Read Committee, eds., The Right to Read and The Nation's Libraries, ALA, Chicago, 1974, 109 pages.

This volume contains twelve articles and an appendix which deal with projects under the Right to Read umbrella. Each selection gives an excellent overview
project under inspection.

The following eight articles deal with libraries and literacy:

1. "Why a Reading Program?" by Grace T. Stevenson.

   This is a discussion of what libraries can do in national effort to eliminate functional illiteracy.

2. "The Right to Read Adult Academy," by Ruth Holloway. This describes the libraries' role in Right to Read Academies and how to establish an Adult Academy.

3. "Read Project: Reading for Everyone to Achieve and Develop" by Brenda Gray

   A description of program joint effort by the Camino Real-Santa Clara Valley Library Systems to combat illiteracy in E. San Jose.

The project dealt primarily with Spanish as a primary language target population. It set up reading centers in branch libraries and ran one-to-one tutoring programs for reading disabled and the functionally illiterate. The "Read" staff was paid but used volunteeers as tutors.

4. "The Right to Read in Appalachia; An Overview of Six Community-Based Right to Read Projects," by C.J. Bailey, Sharon Moore and Anne Shelby.

A description of projects which demonstrate delivery of basic education services to the homes of isolated, undereducated adults. Projects deliver services by using successful adult basic education graduates with instructors. These projects were administered through Appalachian Adult Education Center (AAEC) and further demonstrate linkages with other community agencies, adult basic education agencies and public library. Program basics were: home instruction, use of paraprofessionals, individualized instruction, strong community links and support, personal approach for recruitment.

5. "Tallahassee Literacy Council, A Do-It-Yourself Project," by Verna Nistendirk

This work presents plans for setting up community reading centers for literacy tutoring (by volunteers); and the library's role in providing materials for programs.

6. "Right to Read in a Public Library," by Dem Polackeck and Sara Lee Donze

This provides a description of the positive attitude of library involvement in reading/literacy efforts.

7. "Jacksonville Public Library, "LOOP" Library Operated Outreach Program," by William Dennis

Project intent to move high interest library materials into the community via vans and media mobiles, thus drawing interest to library and recruiting "users" is the focus of this article.

8. "Denver Public Library Offers Something For Everyone," by Graham H. Sadler

This article describes project undertaken by Denver Public Library whereby it formed a Community Services Division to serve of the community including large Chicano populations. The program sponsored (recruited and trained bilingual volunteer tutors) and ran one-to-one tutoring in homes and in libraries, with an added ESL component to program.

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Roberts, David J., "Educational Brokering and Adult Basic Education," Drexel Library Quarterly, Vol. 14; No. 4, October, 1978.

This article examines libraries' capacity to serve as a linking agent between clients' information needs and the resources required to solve explicit problems. The goal of the broker is to find the best possible fit between needs and service providers, whether these involve community agency assistance or simply written materials that the new adult reader can use to obtain the necessary information. The librarian essentially functions as a facilitator rather than a traditional teacher, helping new adult readers to master problem solving skills which can ultimately be applied to future needs for information. Roberts notes, however, that "brokering" requires extensive commitment from the library and its staff, both in terms of time commitment and funds.

Schmidt, Susan, "A History of ABE Services in Public Libraries," Drexel Library Quarterly, Vol. 14: No. 4, October, 1978.

This article traces the evolution of libraries' involvement in literacy education since the beginning of the 20th century. Noted are the early efforts to provide factory workers with appropriate materials for self-education and the initial literacy education work pioneered by Cora Wilson Stewart circa 1926. Following the movement through the 1960's (with its political and social recognition of education's role in the eradication of poverty) to the present time. Schmidt credits Helen Lyman with the insight to understand that libraries must do more than simply collect materials for new adult readers, by providing them with services (or access to services) which will help them use the materials as well.

"S.F. Library/School Districts Join 'War on Illiteracy'." School Library Journal, 22:16, May, 1976.

An announcement by Superintendent of Schools, Robert F. Alioto, District Attorney Joseph Freitas, and city librarian Kevin Starr to develop a cooperative effort to fight illiteracy in the San Francisco area. A five part plan is listed as the initial goal of the project: outreach consumer complaint centers within public library branches; regular class visits by public school children to public libraries; development of a library education program; encouraging parents to use libraries; and outreach illiteracy clinics within libraries. No specific plans on how these measures are to be implemented are included.

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Sherrill, Lawrence L., *Library Service to the Unserved*, R.R. Bowker Co., New York, N.Y., 1967.

This volume consists of a series of discussion papers presented at a library conference in 1967 at the University of Wisconsin. The theme running throughout the book is very much in keeping with the social and political consciousness raising of the mid-1960's, with an appeal to the audience to recognize the needs of the disadvantaged. The authors characterize the library as a middle class institution and librarians as materials-bound, rather than service delivery agents. From the vantage point of the 1970's, this thrust appears to be dated and a restatement of the obvious.

Sprouse, Florence, *Library-ABE Project at Putnam Adult Learning Center*, Report to Appalachian Adult Education Center, Morehouse, KY, n.d.

This report describes the Putnam project as it is in progress. The material is especially useful in describing specific, practical problems in measuring the extent to which new adult readers do increase their use of the library and printed materials.

Strader, Helen B., "Visual Literacy and Adult Basic Education," *Drexel Library Quarterly*, Vol. 14, No. 4, October, 1978.

Strader's article discusses the process of learning to read, from civilized man's initial need to communicate in written symbols through the cognitive process required to read. In defining and classifying types of literacy readiness and illiteracy, she notes the importance of understanding *why* the non-reader cannot read in order to select the appropriate teaching mode and to help motivate the client to overcome the impediment. Her thesis is that, as "Doctors speak... of treating the whole person", educators "must do no less"; the literacy effort requires an identification of the root cause of the problem, not just a bandaid solution to the symptom of poor reading abilities.

*Studying the Community: A Basic for Planning Library Adult Education Services*, Library Community Project Staff of ALA, ALA 1960.

This is a "how to" manual geared for librarians to use when undertaking a library-community study as a basis for defining the role of the library in developing adult education activities. It show how to do both community and self (library) assessments, ways to gather, organize and interpret information on community's adult education needs and interests, and then put the results to work.

System Development Corporation, The Public Library and Federal Policy, Greenwood Press, Westport, Connecticut, 1974.

This massive document, prepared with the support of the Office of Libraries and Learning Resources, covers a good deal more than its title implies. Indeed, its content is useful from both a substantive and a methodological standpoint since it provides detailed descriptions of the way in which public libraries operate and the relationship between libraries and library agencies at the federal, state, and local levels. It further provides definitions, classification systems, and suggested measures for collecting data on libraries' performance, size, and level of activity. A major portion of the work sets the stage for policy recommendations, indicating the advantages of more centralized library organization at the regional or county level, the need for the support of demonstration programs and the need for greater attention to special populations.

Wade, E.N., "Library service to the Functionally Illiterate," Minnesota Library, 23:48-53, Summer, 1970.

This article is a general discussion of libraries and literacy in this article. It points out motivations for becoming literate as: jobs, consumer information, and helping your children. It also discusses types of materials to use with non-readers and special considerations of non-readers in the library.

Wade sees role of library in literacy programs not as sponsor or teacher, but as conduit or linkage agent to programs.

Warren, M., "Literacy Librarian: Case Studies of Experiments in Dallas, Wilson Library Bulletin, 45:278-84, November, 1970.

This describes efforts in Dallas to reach out to the non-literate community by establishing a new position titled "Literacy Librarian" where principle responsibilities are to initiate more meaningful programs focused on the population defined as "functionally illiterate." The approach used is to develop and collect a demonstration collection of materials and to pursue an aggressive program of personal contact in the community.

Wasserman, Paul, ed., LIST (Library and Information Services Today) Vol. 5, 1975, Gale Research Company, Michigan.

This lists and summarizes projects and services dealing with traditional and innovative areas of library concern. Projects are abstracted and organized by subject areas. Although this reference book did not have a subject heading dealing specifically with "literacy," literacy and ABE programs are found under heading "community service programs." The following

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projects are concerned with adult reading improvement and abstracted in lists: Livingston Park Neighborhood Information Center; Project Listen-In; Community Center Libraries; Pilsen Neighborhood Library Project; and Performance Criteria for the Planning of Community Resource Centers.

Williams, Joel, et. al., Library Statistics: A Handbook of Concepts, Definitions, and Terminology, American Library Association: Chicago, Ill., 1966.

This document focuses the methodological concerns involved in describing, evaluating, or researching libraries and the services they provide. A considerable emphasis is placed on the extent to which research and statistical information requirements vary according to the type of library being studied. An extensive Glossary is also included, defining specific library, library related and research terms and concepts. This volume provides much useful information and discussion needed to conduct library research in many fields, although much of the work is formative, raising issues which present problems, rather than solutions. (Despite its 1966 publication date, it remains the most recent ALA sponsored document dealing especially with methodological concerns, as the ALA has not been satisfied with attempts to update the work and thus have not published a new version.)

Williams, Hayward, A Critical Review of Adult Literacy Programs, Harvard University Qualifying Paper, May, 1946, 43 pages.

This paper focuses on recent and ongoing literacy programs. It discusses and evaluates the military's involvement in the literacy movement and contrasts their program and methods to the Freries system of teaching literacy. The paper does not deal with library involvement in literacy; however, certain key issues and points are made regarding literacy relevant to library and literacy. These include: the relationships between library and economic independence; the relationships between literacy and employment; selection of appropriate and useful materials; and importance of continuation incentives.

## III. Related Legislative References

Congressional Record: Proceedings and Debates of the 96th Congress, First Session, Vol. 125: No. 53, Wednesday, May 2, 1979. Senate Hearings.

An extensive presentation to introduce legislation to establish a National Commission on Literacy. Senator George McGovern notes the extensiveness of the problem and discusses its future social and economic implications as a basis for the Bill he supports.

P.L. 95-561, 92 Stat. 2001, Title II - Basic Skills Improvement, Sec. 201 ff.

This November 1, 1978 amendment of the Elementary and Secondary Education Act of 1965 focuses on children and youth, especially in the areas of reading improvement. It promotes the concept of parent involvement in basic skills instruction, the use of educational technology to improve reading capability, and the coordination of services between public and private agencies to effect such outcomes.

Senate Bill 1124, 9th Congress, First Session, A Bill to promote the further development of public library services and for other purposes. The National Library Act, May 14 (legislative day April 9), 1979.

This Bill, introduced by Senators Kennedy and Javits seeks to expand national attention to libraries through the establishment of a National Library Agency, greater coordinatin and consolidation of national library resources, support of demonstration programs, and attention to special user needs. Title IV, Sec. 402(a) specifies grants to be used for adult literacy training programs, career counseling, ESL, library services for the handicapped, extension services for state institutions, outreach programs and other services for the disadvantaged, and special technical reference services to serve many different types of organizations.

U.S. Regs. Part 162 - National Reading Improvement Program, 1975.

The Regulations, in support of P.L. 93-380 (Right to Read), specify a major thrust for reading improvement programs for youths and children with reading difficulties. The legislation creates special emphasis projects, a reading academy program, and state support for reading improvement efforts.

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## Appendix B:

## CASE STUDY INTERVIEW SCHEDULES

Library/Resource Center Interview Schedule
Cooperative Agency Interview Schedule
Non-Library Tutor Interview Schedule
Client/Student Interview Schedule

CRC EDUCATION AND HUMAN DEVELOPMENT, INC.
26 BRIGHTON STREET
BELMONT, MASSACHUSETTS 02178
TELEPHONE (617) 489-3150

# LIBRARIES WITH EXEMPLARY LITERACY PROGRAMS SITE-VISIT INTERVIEW SCHEDULES

A SUBSIDIARY OF CONTRACT RESEARCH CORPORATION
25 FLANDERS ROAD, BELMONT, MA 02178
600 NEW HAMPSHIRE AVENUE, N.W., SUITE 616, WASHINGTON, D.C. 20037

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CRC EDUCATION AND HUMAN DEVELOPMENT, INC.
26 BRIGHTON STREET
BELMONT, MASSACHUSETTS 02178
TELEPHONE (617) 489-3150

# LIBRARY/RESOURCE CENTER
# INTERVIEW SCHEDULE

Name of Library: ____________________

______________________________

Location: ____________________

______________________________

Date of Visit : ____________________

Interviewers: ____________________

A SUBSIDIARY OF CONTRACT RESEARCH CORPORATION
25 FLANDERS ROAD, BELMONT, MA 02178
600 NEW HAMPSHIRE AVENUE, N.W., SUITE 616, WASHINGTON, D.C. 20037

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| I. Demographic Background Information | | | | | |
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| III. Overview of Literacy Program | | | | | |
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| VI. Provision of Space for Literacy Activities | | | | | |
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| XIV. Literacy Budget | | | | | |
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## I. DEMOGRAPHIC BACKGROUND INFORMATION

1. Please describe the urban/suburban/ rural characteristics of your area of service.

2. Approximately, how many people live in your library's area of service?

3. Please describe the characteristics of this population in terms of their:

   A. Economic status

   B. Ethnic composition

   C. English speaking ability (ESL)

   D. Migrants

   E. Geographically isolated

4. What effects do these characteristics of the population in your area of service have on your library's services?

## II. OVERVIEW OF LIBRARY ACTIVITIES

1. When was this library founded?

______

2. Do you have any branch libraries/off campus satellite resource centers?

Yes........................... 1
No (SKIP TO Question 3)...... 2

2a. How many branch libraries do you have?

______

2b. Where are these branch libraries located?

3. Does this library belong to a system of...

Consolidated libraries (composed of a main library, its member units and one Governing Board)................... 1
Cooperative libraries (some services are carried out together, but maintain complete autonomy in other services)... 2
Federated libraries (each library has its own Board, in addition to a system's board).................................. 3
Other (EXPLAIN)________________________
________________________________ 4

4. Does this library serve...

This community........................ 1
A County.............................. 2
Several counties...................... 3
The state............................. 4
The region............................ 5
Other____________________________
________________________________ 6

5. What divisions/departments does your library have?

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6. Please describe your library's organizational structure [OBTAIN WRITTEN DOCUMENT IF AVAILABLE]

7. Please describe your library's Board of Governing body in terms of size, background of members and their functions.

8. How many professional librarians are currently employed in your library? In this category we include staff with a formal educational background and a supervisory level of responsibility.

_______

8a. Do your professional staff have a ...?

| | |
|---|---|
| Master of Library and an area of specialization.................... | 1 |
| Master of Library Science.................. | 2 |
| Bachelor of Library Science................ | 3 |
| Other academic degrees (EXPLAIN)__________ ______________________________ | 4 |
| Other (EXPLAIN)____________________ ______________________________ | 5 |

8b. Do your professional staff have training or experience in...

| | |
|---|---|
| Information and Referral.................. | 1 |
| Audio visual materials.................... | 2 |
| Adult education........................... | 3 |
| Reading................................... | 4 |
| English as a second language.............. | 5 |
| Other reading or literacy related areas (EXPLAIN)________________________ ______________________________ | 6 |

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9. How many para-professional staff are currently employed in your library? Para-professional staff are staff who have, at a minimum, some college training and who work under the supervision of professional staff.

______

10. How many non-professional staff do you currently employ? Non-professional staff are those with a high school education or less who work in an area not requiring any professional skills.

______

11. How many volunteer staff do you currently have?

______

12. How many of your paid staff are full time?

______

12a. How many of your paid staff are part-time?

______

13. Does your library provide any formal or informal in-service training to staff?

Yes.............................. 1
No (SKIP TO Question 14)...... 2

13a. Please describe how frequently in-service training is provided, to what staff, by whom and in what library functions (e.g. technical services, circulation, reference, acquisition, periodicals).

14. Please describe the populations served by your library in terms of:

A. Age (children, youth, adults)

B. Ethnic composition

C. English speaking ability (ESL)

D. Migrants

E. Geographically isolated

15. Do you determine the library-related needs of these populations?

Yes............................ 1
No (SKIP TO Question 16)...... 2

15a. How are the library-related needs determined?

16. What services do you provide which are particularly related to the needs of the populations served by your library (e.g. outreach, extension, adult education, etc.)?

17. How many volumes do you have in this library?

____________

17a. What content or substantive areas are covered by these volumes?

18. Concerning non-print materials, do you have...

| | Yes | No |
|---|---|---|
| Films, film-strips or slides | 1 | 2 |
| Sound cassettes | 1 | 2 |
| Videotape cassettes | 1 | 2 |
| Records | 1 | 2 |
| Microforms | 1 | 2 |
| Computer managed instruction packages | 1 | 2 |
| Art prints | 1 | 2 |
| Talking books | 1 | 2 |
| Kits | 1 | 2 |
| Any other non-print materials? (SPECIFY) ____________ | | |
| ____________ | 1 | 2 |

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19. Concerning equipment, do you have...

| | Yes | No |
|---|---|---|
| Projectors | 1 | 2 |
| Tape recorders | 1 | 2 |
| Record players | 1 | 2 |
| Microfilm readers | 1 | 2 |
| Computer terminals | 1 | 2 |
| Reader-printers | 1 | 2 |
| Viewers | 1 | 2 |
| Any other equipment (SPECIFY)______________________ | 1 | 2 |

20. How do you identify and select materials and equipment for your library and what sources do you use in this process.

21. Do you have an annual written plan which specifies your goals and objectives, annual budget, funding sources and program activities?

Yes.......................... 1
No (END OF SECTION)............ 2

21a. Please describe briefly your library's plan for this year.
(OBTAIN COPY IF AVAILABLE)

## III. OVERVIEW OF LITERACY PROGRAM

1. In what year did your library start its involvement in literacy-related activities? ____________

1a. Has your library been continually involved in literacy education since that time?

Yes (SKIP to Q. 2).....................1
No.....................................2

1b. What was the reason for this discontinuity in involvement?

1c. What is the total number of years this library has been involved in literacy education? ____________

2. Why did your library become involved or undertake literacy education?

3. Did your Board or governing body play any role in facilitating or inhibiting your library's involvement in literacy education?

Board facilitated involvement................1
Board inhibited involvement..................2
Neither of the above.........................3
Other (EXPLAIN)______________________________4
______________________________________________

3a. Please describe how your Board or governing body facilitated or inhibited your involvement in literacy.

4. Is your library currently involved in...

| | Yes | No |
|---|---|---|
| Provision of a literacy-related Information and Referral service.................................. | 1 | 2 |
| Publicizing literacy activities conducted by the library or by other agencies and institutions.................................. | 1 | 2 |
| Provision of library space for literacy education classes or tutorial sessions......... | 1 | 2 |
| Provision of literacy outreach and extension services.................................... | 1 | 2 |
| Identification, selection, maintenance and provision of literacy materials and equipment.. | 1 | 2 |
| Training library staff or tutors in the provision of literacy services................. | 1 | 2 |
| Provision of literacy tutorial services........ | 1 | 2 |
| Cooperation with other agencies or institutions in the provision of literacy services.......... | 1 | 2 |

4a. Which three of these activities do you consider to be most critical or central to your library's involvement in literacy-related activities?

4b. Why do you consider these activities to be most critical or central to your library's involvement in literacy?

5. What impact did your library's existing resources, such as staff experience and interest, equipment, and facilities, determine the types of literacy activities in which to become involved?

6. Did your library determine which specific activities to undertake for your literacy program through...

| | Yes | No |
|---|---|---|
| The conduct of a community analysis (needs assessment)...................................... | 1 | 2 |
| Indication of need by particular groups in the community...................................... | 1 | 2 |
| Awareness of need by communications with other literacy education providers..................... | 1 | 2 |
| Any other methods (DESCRIBE)________________ ______________________________________ | 1 | 2 |

6a. (If conducted community analysis, answer Q. 6a; If not, SKIP to 6b).

Please describe how you conducted the community analysis and what your findings were.

6b. (If need was indicated by particular group, answer Q. 6b; if not SKIP to Q. 6c).

Please describe which groups indicated a need for literacy and what needs they expressed.

6c. (If other literacy education providers indicated need, answer Q. 6c; if not SKIP to Q. 7).

Please describe how you became aware of literacy needs by communications with other literacy education providers and the needs they indicated to you.

7. Does your library literacy program have a formal, written plan stating the program's goals, activities and policies?

Yes........................................1
No (SKIP to Q. 7b)...........................2

7a. Who (position, title) took part in developing this plan for literacy education activities?

7b. Who (position, title) has the final approval authority for your literacy plan?

7c. Is your literacy education plan part of your library's annual plan or is it a separate plan?

Part of library's annual plan...........1
A separate plan..........................2

7d. Please describe briefly the objectives and goals, funding sources and budget, and program specified in the plan. (OBTAIN COPY OF PLAN, IF AVAILABLE)

(SKIP to Q. 8)

7e. How do you determine, carry-out and assess your program objectives and activities without the use of a formal plan?

8. Please describe the characteristics of the clients served by your literacy program, including age, ethnicity, mental or physical handicaps, English speaking ability, educational and occupational levels.

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8a. Does your literacy program "focus" particularly on any of these populations in terms of types of services you provide or numbers of individuals served?

Yes.....................................1
No (SKIP to Q. 9)......................2

8b. Please identify this group, explain why your literacy program focuses on this group, and how.

9. How do you identify and recruit "clients" for your literacy services?

10. How many of your library staff currently work in the provision of literacy education activities?

10a. How many of these staff are...

Full time professional staff........ __________
Part time professional staff........ __________

(Professional staff are defined as staff who have a formal educational background and a supervisory level of responsibility)

Full time para-professional staff... __________
Part time para-professional staff... __________

(Para-professional staff are defined as staff who have at minimum some college training and who work under the supervision of the professional staff).

Full time non-professional staff.... __________
Part time non-professional staff.... __________

(Non-professional staff are defined as staff with a high school education or less who work in an area not requiring any professional skills).

Full time volunteers................ __________
Part time volunteers................ __________

10b. On the average, approximately how many hours per week do these staff spend on the provision of literacy education services?

Full time professional staff........ ________
Part time professional staff........ ________
Full time para-professional staff... ________
Part time para-professional staff... ________
Full time non-professional staff.... ________
Part time non-professional staff.... ________

11. What is the educational background, training and experience of your professional staff as it relates to Library Science and Literacy Education?

11a. What is the educational background, training and experience of your para-professional staff as it relates to Library Science and Literacy Education?

11b. What is the educational background, training and experience of your non-professional staff as it relates to Library Science and Literacy Education?

11c. What is the educational background, training and experience of volunteers involved in your library's literacy education program as it relates to Library Science and Literacy Education?

12. Please describe briefly your current requirements for hiring....

12a. Professional staff involved in literacy education:

12b. Para-professional staff involved in literacy education:

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## IV. LITERACY INFORMATION AND REFERRAL

1. **Who among your library staff conducts your literacy information and referral service?**

2. **What literacy related information do you provide?**

3. **How do you obtain this information?**

4. **How is your information organized?**

6. How do you determine the information needs of your clients?

7. To what literacy programs or agencies do you refer people?

8. How do you determine which program, service or agency is the most appropriate for the needs of the people you refer?

9. How do you refer people to other agencies or institutions which provide literacy services (e.g. call agencies, escort clients to agency, provide transportation, etc.)?

10. Do you follow-up any of the people you referred?

Yes........................... 1
No (SKIP TO Question 11)...... 2

10a. Please describe your follow-up process.

11. How do you up-date your information on available literacy services and programs?

## V. PUBLICIZING LITERACY ACTIVITIES

1. Do you publicize your library's literacy education activities?

Yes........................ 1
No......................... 2

2 Do you publicize literacy activities conducted by other agencies or institutions in you community?

Yes........................ 1
No......................... 2

3. Who among your staff is responsible for publicizing the literacy activities of your library and of other agencies and institutions in the community?

4. Do you train these staff in how to publicize these literacy activities?

Yes........................ 1
No (SKIP TO Question 5)...... 2

4a. Please describe the training you provide.

5. Do you target your publicity activities toward particular individuals or groups in your community or do you provide it to all?

6. How do you determine toward whom to target your literacy-related publicity activities?

7. Please describe how you publicize the literacy activities provided by your library or by other agencies and institutions. (Format used, intensity, etc.) (OBTAIN SAMPLES OF BROCHURES OR OTHER DOCUMENTS PUBLICIZING LITERACY ACTIVITIES)

(IF PUBLICIZES ONLY LIBRARY ACTIVITIES, SKIP TO Question 9)

8. How do you obtain information from other agencies or institutions about their literacy activities so as to publicize them?

8a. How do you up-date this information?

8b. Why did these agencies or institutions ask you to publicize their literacy activities?

8c. What type of agencies of institutions are these (e.g. social service, education, etc.)?

8d. How long have you publicized their literacy activities?

9. How long have you publicized your library's literacy activities?

10. What impact, if any, did the publicizing of your library's literacy activities have on your literacy program (e.g. increased number of students, etc)?

## VI. PROVISION OF SPACE

1. Do you provide space for...

| | Yes | No | |
|---|---|---|---|
| Training literacy education tutors............. | 1 | 2 | (SKIP TO Question |
| Literacy classes................................ | 1 | 2 | |
| One-on-one tutorial sessions................... | 1 | 2 | |

2. (Training Literacy Tutors)
How many times a year are literacy tutors trained in your library?

2a. How long is each training course?

2b. Does this training take place...

| | |
|---|---|
| During the day............................ | 1 |
| In the early evening..................... | 2 |
| After library hours...................... | 3 |
| Other________________________________<br>_______________________________________ | 4 |

2c. Does this training take place in...

| | |
|---|---|
| The general seating area (SKIP TO Question 2e)... | 1 |
| A special room.................................. | 2 |

2d. For what other purposes is this room used, aside from tutor training?

2e. Do you receive any fee for the provision of this space?

| | |
|---|---|
| Yes.......................... | 1 |
| No........................... | 2 |

3. (Literacy classes)
How many literacy classes are convened in your library per week?

3a. How many literacy classes are convened at the same time?

______

3b. How long is each literacy class?

3c. How many people participate, on the average, in a literacy class?

3d. Do literacy classes take place...

During the day.................. 1
In the evening.................. 2
After library hours............. 3
Other (SPECIFY)______________
______________________________ 4

3e. Do literacy classes convene in...

The general seating area (SKIP TO Question 3g)... 1
Special room(s)................................. 2

3f. For what other purposes (is this room/are these rooms) used?

3g. Do you receive any fee for providing space for literacy classes?

Yes................................ 1
No................................. 2

4. (One-on-one tutorials)
How many one-on-one tutorials, on the average, take place in your library in a week?

4a. How long do these tutorials last?

4b. How many one-on-one tutorials take place at the same time?

4c. Do these tutorials take place...

During the day.................... 1
In the evening.................... 2
After library hours............... 3
Other (SPECIFY)________________
_________________________________ 4

4d. Do tutorials convene in...

The general seating area (SKIP TO Question 4f)... 1
Special room(s).................................. 2
Other (SPECIFY)________________________________
_______________________________________________ 3

4e. For what other purposes are these rooms used?

4f. Do you receive any fee for providing space for tutorials?

Yes................................ 1
No................................. 2

## VII. LITERACY-RELATED OUTREACH AND EXTENSION SERVICES

1. Do you provide literacy-related outreach services? Outreach services refer to any services you provide to your previously unserved or underserved constituency.

   Yes....................1
   No.....................2

2. What literacy-related outreach services do you provide?

3. Please describe the populations to whom you provide literacy-related outreach services.

4. How do you provide these outreach services (e.g., what equipment or materials do you use)?

5. How many of your library staff are involved in the provision of literacy-related outreach services?

5a. How many hours per week do these staff spend on providing literacy-related outreach services?

5b. Did you provide any training to those staff in...

| | Yes | No |
|---|---|---|
| Literacy activities | 1 | 2 |
| Outreach services | 1 | 2 |
| Any other areas (explain)______________________________ | 1 | 2 |

(IF NO TO ALL ABOVE, SKIP TO Q. 6)

5c. Please describe the training provided to staff engaged in literacy-related outreach services.

6. What problems have you encountered in the provision of literacy-related outreach services?

7. How have you addressed or how do you plan to address these problems?

8. What impact, if any, have your literacy-related outreach services had on the populations served?

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9. Do you provide literacy-related extension services? Extension services refer to any extended or improved services you provide to the already served constituency through bookmobiles, deposit stations, etc.

Yes....................1
No (END OF SECTION)....2

10. What literacy-related extension services do you provide?

11. Please describe the populations to whom you provide literacy-related extension services.

12. How do you provide these extension services (e.g., what equipment or materials do you use)?

13. How many of your library staff are involved in the provision of literacy-related extension services?

13a. How many hours per week do these staff spend on providing literacy-related extension services?

13b. Did you provide any training to these staff in...

| | Yes | No |
|---|---|---|
| Literacy activities | 1 | 2 |
| Extension services | 1 | 2 |
| Any other areas (explain) ______________________________ | 1 | 2 |

(IF NO TO ALL ABOVE, SKIP TO Q. 14)

13c. Please describe the training provided to staff engaged in literacy-related extension services.

14. What problems have you encountered in the provision of literacy-related extension services?

15. How have you addressed or how do you plan to address these problems?

16. What impact, if any, have your literacy-related extension services had on the populations served?

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6. Did you provide any in-service training to your Reference Department staff in the potnetial needs of people participating in the literacy program?

Yes....................1
No (SKIP TO Q. 7)......2

6a. Please describe the in-service training you provided to your Reference Department staff on this issue.

7. Have the Reference Department staff encountered any particular problems in dealing with participants in your library's literacy program?

Yes....................1
No (END OF SECTION)....2

7a. What problems have they encountered and how have they dealt with these problems?

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## VIII. PROVISION OF LITERACY REFERENCE SERVICES

1. Does your library's Reference Department provide any support services to your literacy education program?

   Yes....................1
   No (SKIP TO Q. 3).....2

2. Did the literacy program administrator or staff make any special arrangements with the Reference Department to provide such support services?

   Yes....................1
   No (SKIP TO Q. 3)......2

2a. Please describe briefly the arrangements made between the library program and your Reference Department?

3. What support services are provided by your Reference Department to your literacy program?

4. How do participants in your literacy program become aware of these support services?

5. To what extent do participants in your literacy program make use of the support services provided by your Reference Department?

6. Did you provide any in-service training to your Reference Department staff in the potnetial needs of people participating in the literacy program?

Yes....................1
No (SKIP TO Q. 7)......2

6a. Please describe the in-service training you provided to your Reference Department staff on this issue.

7. Have the Reference Department staff encountered any particular problems in dealing with participants in your library's literacy program?

Yes....................1
No (END OF SECTION)....2

7a. What problems have they encountered and how have they dealt with these problems?

## IX. LITERACY MATERIALS AND EQUIPMENT (IDENTIFICATION, SELECTION, MAINTENANCE, USE)

1. Does your library have a formal policy relating to the ...

| | Yes | No |
|---|---|---|
| Identification of literacy materials for low level readers (Identification refers to finding out what materials are available). . . . . . . . . . . | 1 | 2 |
| Evaluation of literacy materials . . . . . . . . . . . | 1 | 2 |
| Selection of literacy materials. . . . . . . . . . . . | 1 | 2 |

2. Please describe what sources you use in the identification of literacy materials for low level readers (e.g. patron request, special bibliographic source, reviewing resources, etc.)

3. Please describe the criteria and procedures you use in the evaluation of appropriateness and quality of literacy materials for low level readers.

4. What procedures do you use for the selection of literacy materials for low level readers (e.g. selection committee, librarian discretion, patron request)?

5. In general, how do you determine what literacy materials not in your library, you need?

6. Who participates in the identification, evaluation and selection of literacy materials for low level readers (titles or positions)

7. Who has the final authority for approving which literacy materials can be acquired by the library (title and position).

8. What impact do the characteristics and needs of your literacy clients have on the identification, evaluation and selection process of literacy materials?

10. Are your current literacy materials used for . . .

| | Yes | No |
|---|---|---|
| Children (8-12 years old). . . . . . . . . . . . . . . | 1 | 2 |
| Youth (13-18 years old). . . . . . . . . . . . . . . . | 1 | 2 |
| Adults (19 or older). . . . . . . . . . . . . . . . . . | 1 | 2 |

11. Do the literacy materials you currently have in your library deal with, . .

| | Yes | No |
|---|---|---|
| Consumer education . . . . . . . . . . . . . . . . . . | 1 | 2 |
| Job information . . . . . . . . . . . . . . . . . . . . | 1 | 2 |
| Basic skills (reading, writing, computing). . . . . | 1 | 2 |
| Health information. . . . . . . . . . . . . . . . . . . | 1 | 2 |
| Survival or coping skills . . . . . . . . . . . . . . . | 1 | 2 |
| English as a second language. . . . . . . . . . . . . | 1 | 2 |
| Community resources. . . . . . . . . . . . . . . . . . | 1 | 2 |
| Humanities (biography, poetry, fiction, history,etc.) | 1 | 2 |
| Government and law. . . . . . . . . . . . . . . . . . | 1 | 2 |
| Other areas (explain)________________________ | | |
| ______________ ________________________ | 1 | 2 |

12. In which literacy-related content or substance areas do you need:

A. Additional materials:

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B. To start a literacy collection;

13. Do you have non-print or audio-visual literacy materials?

Yes. . . . . . . . . . . . . . 1
No (skip to Q.14). . . . . . 2

13.a. Do you have, among your non-print literacy materials. . .

13.b. Approximately, how many of each type of these literacy non-print materials do you have?

| | Yes | No | Number |
|---|---|---|---|
| Films, filmstrips or slides . . . . . . . . . | 1 | 2 | |
| Sound cassettes. . . . . . . . . . . . . . . . | 1 | 2 | |
| Video-tape cassettes. . . . . . . . . . . . . | 1 | 2 | |
| Records. . . . . . . . . . . . . . . . . . . . | 1 | 2 | |
| Microform. . . . . . . . . . . . . . . . . . . | 1 | 2 | |
| Computer managed instruction packages. . . . . | 1 | 2 | |
| Kits. . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | |
| Talking books . . . . . . . . . . . . . . . . . | 1 | 2 | |
| Any other non-print materials (describe)_____ | | | |
| ______________________________ | 1 | 2 | |

13.c. Please give examples of the substance or content areas addressed by your three major types of literacy-related non-print material.

13.d. Please describe how thee literacy-related non-print materials are used in your literacy education program.

14. Do you use any educational technology or audio-visual equipment in your literacy education activities?

Yes. . . . . . . . . . . . . . . .1

No (skip to Q. 15). . . . . . . . 2

14.a. Do you use in your literacy education activities. . .

(RECORD YES OR NO FOR EACH)

14.b. How many of each type of educational technology or audio-visual equipment do you use in your literacy education activities? (RECORD UNDER NUMBER)

| | Yes | No | Number |
|---|---|---|---|
| Projectors. . . . . . . . . . . . . . . . . | 1 | 2 | ______ |
| Video tape recorders. . . . . . . . . . . . | 1 | 2 | ______ |
| Tape recorders. . . . . . . . . . . . . . . | 1 | 2 | ______ |
| Record players. . . . . . . . . . . . . . . | 1 | 2 | ______ |
| Microform readers . . . . . . . . . . . . . | 1 | 2 | ______ |
| Computer terminals. . . . . . . . . . . . . | 1 | 2 | ______ |
| Reader printers. . . . . . . . . . . . . . | 1 | 2 | ______ |
| Viewers. . . . . . . . . . . . . . . . . . . | 1 | 2 | ______ |
| Any other types of equipment (describe)___<br>________________________________ | 1 | 2 | ______ |

14.c. Please describe how these educational equipment are used in your literacy education program.

15. Are your literacy-related print materials, non-print materials and equipment . . . (RECORD YES OR NO FOR EACH)

| | Print Materials | | Non-Print Materials | | A-V Equipment/ Ed Tech | |
|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No |
| Used primarily in the library. . . | 1 | 2 | 1 | 2 | 1 | 2 |
| Available for loan to other institutions, organizations or agencies. . . . . . . . | 1 | 2 | 1 | 2 | 1 | 2 |
| Available for loan to literacy clients. . . . . | 1 | 2 | 1 | 2 | 1 | 2 |
| Available to people not officially involved in the literacy program... | 1 | 2 | 1 | 2 | 1 | 2 |

16. How do you display and publicize your literacy-related. . .

A. Print materials:

B. Non-print materials:

C. Educational-technology or A-V equipment;

16.a. Do you use different display and publicity procedures for your literacy materials and equipment than for your regular (non-literacy related) materials and equipment?

Yes. . . . . . . . . . . . . . .1
No (skip to Q. 17) . . . . . . .2

16.b. How do your display and publicity procedures for literacy materials and equipment differ from the procedures you use for regular materials and equipment?

17. What procedures do you use to familiarize low level readers with your literacy materials?

18. How do you classify and catalogue literacy-related materials?

18.a. Do the classification and cataloguing procedures you use for literacy materials differ from the procedures you use to classify and catalogue non-literacy materials?

Yes. . . . . . . . . . . . . . . .1

No (skip to Q. 19) . . . . . . . .2

18.b. How do your classification and cataloguing procedures for literacy materials differ from the procedures you use for regular, non-literacy materials?

19. Who (Title and position) in your library is responsible for the maintenance of literacy materials?

19a. Please describe briefly the qualificatins and experience of this person.

20. How many of your library staff deal with the maintenance and provision of literacy-related materials and equipment?

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20.a. Please describe the qualifications and educational background these staff have in maintaining and providing literacy-related materials and equipment?

21. Has your library provided any in-service training to these staff in the maintenance and provision of literacy-related materials and equipment?

Yes . . . . . . . . . . . . . . . .1

No (skip to Q. 22). . . . . . . . .2

22. How do staff assigned to the maintenance and provision of literacy-related materials and equipment deal with requests for materials made by literacy tutors?

23. What is your current library budget, in dollars, for the acquisition and maintenance of literacy-related materials and equipment?

$____________________

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23.a. What was your annual budget, in dollars, for the acquisition of literacy-related materials and equipment during the first year of your literacy program?

$______________________

23.b. Aside from inflation, to what do you attribute the changes (increase or decrease) in your budget for literacy-related materials and equipment?

24. What types of literacy-related materials and equipment, currently not in your library do you need most?

24.a. Why are you in need of these materials and equipment?

24.b. Do you plan to purchase these materials and equipment within the next two years?

Yes (Skip to Q.25). . . .1

No. . . . . . . . . . . .2

24.c. Why don't you plan to purchase these materials or equipment?

25. What difficulties or problems have you encountered in the identification, evaluation, selection, maintenance and provision of literacy-related materials and equipment?

25.a. What are, in your opinion, the main reasons for these difficulties?

25.b. How have you addressed or how do you plan to address these difficulties?

26. What aspects of your identification, evaluation, selection, maintenance and provision of literacy-related materials and equipment do you consider examplary and why?

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## X. TRAINING OF LITERACY STAFF AND TUTORS

1. Does your library provide literacy-related training to...

| | Yes | No |
|---|---|---|
| Library staff involved in literacy education..... | 1 | 2 (ASK Q 2-2k) |
| Staff of other agencies or institutions providing literacy education services.......... | 1 | 2 (ASK Q. 3-3m) |
| Literacy tutors or volunteers.................... | 1 | 2 (ASK Q. 4-4m) |
| Any other individuals or groups (Explain)________ ________________________________ | 1 | 2 |

2. (Training to library staff involved in literacy)
Is training provided to all library staff involved in literacy?

Yes.(SKIP TO Q. 2b)....1
No.....................2

2a. To what library staff involved in literacy is training provided?

2b. Who provides this training?

2c. How frequently is literacy-related training provided?

2d. How long, on the average, is a training session?

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2e. On what issues or literacy program functions does this training focus?

2f. What procedures are used for training library staff involved in literacy?

2g. What types of materials are used in this training? (OBTAIN COPIES OF TRAINING MATERIALS, IF AVAILABLE)

2h. Do you evaluate or assess the quality and effectiveness of this training?

Yes.....................1
No (SKIP TO 2j)........2

2i. How do you evaluate the quality and effectiveness of this training?

2j. What major problems or difficulities have been encountered in traiing library staff involved in literacy?

PARTICIPANT IN LITERACY-RELATED TRAINING (LIBRARY STAFF MEMBER)

1. Please describe your position in this library.

2. When did you participate in a literacy-related (in-service) training session?

3. Why were you asked to participate in (in-service) training at that time?

4. What was the purpose of the training?

5. Approximately how many library staff and/or other people participated in the training?

6. How long was the training?

7. Who trained you?

8. On what literacy-related issues or program functions did the training focus?

9. What training procedures were used in the training (e.g., lecture, questions and answers, slides, film, role play, etc.)?

10. What materials did you use during the training?

11. How useful did you find these materials?

12. Overall, did you find this training helpful in carrying out your literacy-related functions?

Yes....................1
No (SKIP TO Q. 12b)....2

12a. Please describe how you found this training to be useful?

(SKIP TO Q. 13)

12b. Why didn't you find the training useful?

12c. In your opinion, what changes should be made in the training to make it more useful?

13. How satisfied were participants, in general, with the training provided?

14. What impact has the training provided to library staff involved in literacy had on the quality of the literacy services provided by your library?

## XI. LITERACY TUTORING

1. Do you provide literacy tutoring services to...

| | |
|---|---|
| groups of people (literacy class)...... | 1 |
| single people (one-on-one tutoring).... | 2 |

2. How do you identify people who need literacy tutoring?

3. How do you recruit clients/students for your literacy tutoring activities?

4. How do you determine the literacy-tutoring needs of those people?

5. How do you determine which clients/students should participate in a literacy class or course or be tutored on a one-on-one basis?

6. Please describe the characteristics of clients/students who participate in your literacy tutoring programs in terms of:

A. Age (children, youth, adult, over 65):

B. Ethnic background:

C. Educational level:

D. English speaking ability:

E. Physical or mental handicap:

F. Geographically isolated or migrants:

7. What effects, if any, do the characteristics of your clients/students have on the:

   A. Content of your literacy classes or tutorials:

   B. Duration of your literacy classes and tutorials:

   C. Method of instruction you use:

   D. Location and schedule of your classes:

   E. Materials and equipment used in tutoring:

8. How many literacy classes (for groups of people) do you provide per month?

8a. How many one-on-one tutorials do you provide per month?

9. How many people, on the average, participate in a literacy class?

10. What is the average duration or length of a...

Literacy class:

One-on-one tutorial:

11. Please describe the different literacy classes and tutorials provided by your library in terms of their content and purposes.

12. What instructional or teaching methods do you use in the literacy classes and tutorials provided by your library?

13. Why did you choose to employ these instructional or teaching strategies?

14. In general, how useful have these instructional or teaching strategies been in helping your students improve their basic skills?

15. What types of print materials are most often used in your literacy classes or tutorials?

16. What types of non-print materials (i.e. films, slides, talking books) are most often used in your literacy classes or tutorials?

17. What types of audio-visual materials and educational technology equipment are most often used in your literacy classes or tutorials?

18. Please describe when,,how, and for what purposes non-print materials and equipment are used in your literacy classes or tutorials?

19. How helpful do you find the use of non-print materials and educational technology for teaching literacy?

20. How helpful do your clients/students find the use of non-print materials and educational technology in the literacy classes or tutorials?

21. How do you assess student achievement/ success in the classes or tutorials you provide?

22. What impact have your literacy classes or tutorials had on individuals who participated in your literacy program and increased their basic skill capabilities? (i.e. job promotion, increased self esteem, etc.)

23. What difficulties have you encountered in the administration and provision of literacy tutoring services?

24. What were the reasons for these difficulties?

25. How have you addressed or how do you plan to address these difficulties?

26. How many literacy tutors provide services in your program?

27. Please describe the literacy-related educational background and experience of the tutors.

28. How are the tutor-services provided by your library planned, coordinated and supervised?

29. What, in your opinion, are the major accomplishments of your literacy tutoring services?

30. Which aspects of your literacy tutoring program do you consider exemplary?

## XII. COOPERATION WITH OTHER AGENCIES

1. Do you cooperate with any agency, institution or community group in the funding, planning, administration or provision of literacy education services?

   Yes .................................. 1
   No (End of section).................. 2

2. With what agencies, institutions or community groups do you cooperate in the provision of literacy activities (e.g. literacy volunteers association, Right to Read, ESL group, state or local public agencies, etc)?

3. For how long have you been cooperating with these agencies or institutions?

4. Did your library initiate the cooperative literacy effort?

   Yes .................................. 1
   No (SKIP to Q. 5) ................... 2

4a. Why did your library feel the need for cooperation with other agencies in the provision of literacy education services?

4b. How did your library staff identify agencies willing to cooperate in the literacy effort?

4c. Please describe how the literacy cooperative effort was set-up by your library?

(SKIP TO Q. 6)

5. What agency or institution asked your library to participate in the cooperative library effort?

5a. Why did that agency or institution seek the participation of your library in the cooperative literacy effort?

5b. Why did your library agree to participate in the cooperative literacy effort?

6. Do your library and the cooperating agencies and institutions have an interagency cooperative agreement or plan?

Yes ................................ 1
No (SKIP to Q. 7) .................. 2

6a. With how many of the cooperating agencies and institutions do you have cooperative agreement or plans?

(IF WITH ALL, SKIP TO Q.6d)

6b. Why don't you have cooperative agreements or plans with all the participating agencies or institutions?

6c. How do you cooperate and coordinate the literacy effort with agencies with whom you do not have a cooperative agreement or plan?

6d. Please describe the content of the cooperative agreement or plan in terms of: (OBTAIN COPY OF COOPERATIVE AGREEMENT, IF AVAILABLE)

A. Responsibilities of each participating agency:

B. Program activities undertaken:

C. Funding and funding sources:

D. Populations/Clients to be served:

E. Methods of coordination:

F. Methods for problem resolution:

6e. Please describe how the cooperative agreement(s) or plan(s) (was/were) developed, by whom, and how they are updated, if at all.

7. What literacy-related activities and services are conducted by the cooperating agencies and institutions?

7a. Why were these literacy-related activities and services undertaken by by these agencies?

8. Please describe how the cooperative literacy effort is actually coordinated among the participating agencies and institutions?

9. How often do you communicate, in person or otherwise, with one, some or all of the participating agencies and institutions?

9a. What are the main reasons for your communication with the cooperating agencies and institutions?

10. How often do you meet with the cooperating agencies and institutions as a group?

10a. What are the purposes of these meetings?

10b. Are any materials developed and distributed before these meetings?

Yes .............................. 1
No (SKIP to Q. 10f) ............ 2

10c. Who develops these materials?

10d. What materials are developed?

10e. How are these materials distributed?

10f. Do you have an agenda in these meetings?

Yes .............................. 1 (OBTAIN COPY IF POSSIBLE)
No (SKIP to Q. 10j) ............. 2

10g. Who is responsible for developing these agendas?

10h. Are the agendas distributed to the participating agencies before the meeting?

Yes .............................. 1
No (SKIP to Q. 10j) ............. 2

10i. How are the agendas distributed to participating agencies?

10j. On the average, how long is a meeting?

10k. What issues or problems are discussed in such meetings?

10l. Who chairs these meetings?

10m. How are decisions made or resolutions undertaken (e.g. by consensus, majority vote, etc)?

10n. Are minutes of the meeting...

| | Yes | No |
|---|---|---|
| Recorded .................. | 1 | 2 |
| Distributed ............... | 1 | 2 |

10o. How many individuals from each cooperating agency participate in such meetings?

10p. What are the positions or titles of these participating members of these agencies?

10q: Who from your library participates in these meetings (position or title)?

11. Who from your library is responsible for your library's cooperation in these efforts (position or title).

11a. Please describe the authority and degree of independence of this person in dealing with the cooperating agencies.

12. What is the current total annual budget for this cooperative literacy effort?

$ ________

12a. What portion, in dollars or percentages, of these funds is contributed by each participating agency or institution?

12b. Please describe how the cooperative literacy budget is planned and approved.

12c. What funding arrangements, such as interagency transfer of funds, exist among the participating agencies?

12d. Please describe any changes that took place since the establishment of the cooperative literacy effort, in the...

A. Total annual budget of the cooperative effort:

B. Fund contribution of the cooperating agencies:

C. Funding arrangements among the cooperating agencies:

12e. What were the reasons for these changes?

12f. How did the changes affect the cooperative literacy effort?

13. What program changes have taken place, since the establishment of the cooperative literacy effort (e.g. more agencies have entered into the efforts, changes in activities undertaken by each participant)?

13a. Please describe the reason for these changes.

13b. What impact, if any, have these changes had on the cooperative literacy effort?

14. How well, in your opinion, do the cooperating agencies and institutions perform their literacy activities and services?

(IF AGENCIES DO PERFORM VERY WELL, SKIP TO Q.15)

14a. What are the reasons, in your opinion, for the low quality of these agencies' performance?

14b. What can be done to improve the quality of the cooperative agencies' performance?

15. What difficulties or problems have been encountered by your library as a participant in the cooperative literacy effort?

15a. How have you or how do you plan to address these difficulties?

16. What difficulties or problems have been encountered by any of the cooperative agencies?

16a. How have they addressed or plan to address these difficulties?

17. What impact have these problems had on the cooperative literacy effort?

18. Which aspects of the cooperative literacy effort would you consider exemplary and why?

## XIII. RELATIONS WITH THE STATE LIBRARY AGENCY

1. Is the State Library Agency in your state aware of your literacy education activities?

| | |
|---|---|
| Yes.......................... | 1 |
| No (SKIP TO Question 2)...... | 2 |

1a. How has the State Library Agency become aware of your library's involvement in literacy education?

2. What types of literacy-related information have you received from the State Library Agency since you have become involved in literacy education?

2a. Did you request most of this information or did you receive it without requesting it?

| | |
|---|---|
| Library requested....... | 1 |
| Unsolicited by library.. | 2 |

2b. What use did you make of this information in your literacy program?

2c. Overall, how useful did you find the information provided by the State Library Agency?

2d. Why did you find this information useful or not useful ?

3. Have you requested any assistance from the State Library Agency regarding your literacy activities?

Yes.......................... 1
No (SKIP TO Question 4)...... 2

3a. What type of literacy-related assistance have you requested?

3b. Did the State Library Agency provide this assistance to you?

Yes...................... 1
No (SKIP TO Question 4 ). 2

3c. Please describe how this assistance was provided to you?

3d. How useful did you find the assistance provided by the State Library Agency?

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3e. Why did you find this assistance useful or not useful?

3f. What impact did this assistance have on your literacy program?

4. In general, how often do you communicate with the State Library Agency with regard to literacy-related matters?

4a. How do you communicate with the State Library Agency regarding literacy matters?

5. Has the State Library Agency ever conducted a site visit to your library to evaluate or observe your literacy program?

Yes.....-.................... 1
No (SKIP TO Question 6)...... 2

5a. Please describe the purpose of the visit, who from the State Library Agency visited you (position or title), duration of the visit and the outcomes of the visit.

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6. Are you required to submit any literacy-related planning, budgetary, accountability, or program reports to the State Library Agency?

Yes........................ 1
No (SKIP TO Question 7)... 2

6a. Please describe the reports you submit, how often and what feedback you receive from the State Library Agency. [OBTAIN COPIES OF SUCH REPORTS, IF ABAILABLE]

7. Have you encountered any difficulties in dealing with or reporting to the State Library Agency?

Yes........................ 1
No (SKIP TO QUESTION 8)... 2

7a. What problems or difficulties have you encountered?

7b. What impact did these difficulties have on your literacy program?

7c. How have you or the State Library Agency addressed or plan to address these difficulties?

8. In light of your relationship with the State Library Agency, does the State Library Agency give enough attention and allocate sufficient resources to libraries involvement in literacy education?

Yes...... 1
No....... 2

8a. Please explain your answer.

8b. What should the State Library Agency do to increase its level of involvement and assistance to libraries involved in literacy?

## XIV. LITERACY BUDGET AND FUNDING SOURCES

1. What is your library's current annual budget?

__________

2. How much of this budget comes from...

Federal funds $__________
State funds $__________
Local (tax and non-tax) funds $__________
Other sources (SPECIFY) _____
________________________ $__________

3. Approximately how much of your annual budget is expended on...

Salaries $__________
Acquisition of print materials $__________
Acquisition of non-print materials $__________
Acquisition of equipment $__________
Processing and organization
(i.e. storage, cataloging) $__________
Publicity of services $__________
Other (EXPLAIN) __________
________________________ $__________

4. Overall, by how much has your library's budget increased in the last five years?

1975 $__________
1980 $__________

5. What is your library's current annual budget for literacy education?

$__________

6. How much of this budget has come from...

Federal funds $__________
State funds $__________
Local (tax and non-tax) funds $__________
Other sources (EXPLAIN) _____
________________________ $__________

7. Approximately, how much of your literacy budget do you expend on...

Salaries $__________
Acquisition of literacy related
print materials $__________
Acquisition of literacy-related
non-print materials $__________
Acquisition of literacy-related
equipment $__________
Processing and organization $__________
Publicity of services $__________

8. Since the establishment of your literacy education in _____, by how much has your annual literacy budget increased or decreased?

Program established 19___ $__________
1980 $__________

9. Please describe the reasons for these changes in your literacy budget.

10. When your literacy education program was established in 19___, was your main funding start-up source...

Federal.............. 1
State................ 2
Local (EXPLAIN)______
____________________ 3
Other (EXPLAIN)______
____________________ 4

10a. What portion of your start-up funds come from that source?

__________

11. Did you have federal funds continuously since the establishment of your literacy education program?

Yes (SKIP TO Question )...... 1
No........................... 2

11a. For how long did you have federal funds?

__________

11b. What effect did the discontinuation of federal funds have on your literacy program?

12. Overall since the establishment of your literacy program, what proportion of your funds came from...

Federal sources.................. ______%
State sources................... ______%
Local (tax and non-tax) sources ______%
Other sources (EXPLAIN) ______
______________________________ ______%

13. What activities have you undertaken, if any, to increase or supplement your literacy education funds?

14. How successful have you been in these efforts?

15. What problems or difficulties did you encounter in your efforts to increase or supplement your literacy budget?

## XV. LITERACY PROGRAM EVALUATION

1. Has your literacy program been evaluated since its establishment?

Yes....................... 1
No (SKIP TO Question 7)... 2

2. How frequently has your literacy program been evaluated?

3. Has your literacy program been evaluated by your staff (in-house) or by an outside individual or group?

In-house evaluation....................... 1
Outside evaluation (SKIP TO QUESTION 4)... 2
Both...................................... 3

3a. Who, from your library staff, participated in the evaluation?

3b. What evaluation procedures, or measures of effectiveness, are used to assess your literacy program?

3c. Please describe the evaluation process in terms of aspects of the program being evaluated, evaluation materials used, duration of the evaluation, and how results are disseminated.

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3d. What have been the results/outcomes of your most recent internal evaluation?

4. (IF ONLY IN-HOUSE EVALUATION, SKIP TO Question 5)
Who conducts your external evaluation?

4a. What evaluation procedures, or measures of effectiveness, are used in the external evaluation?

4b. Please describe the external evaluation process in terms of aspects of the program being evaluated, evaluation materials used, duration of the evaluation, and how results are disseminated?

4c. What have been the results/outcomes of your most recent external evaluation?

5. How have you addressed, or, how do you plan to address weaknesses in your program which were detected in the evaluation of your program?

6. Are you required by federal, state or local regulations to evaluate your program?

(END OF SECTION)

7. How do you evaluate the effectiveness of your literacy program without evaluating it?

## XVI. LITERACY PROGRAM CHANGES

1. Since your library has become involved in literacy education, what changes has your literacy program undergone in terms of:

   A. Literacy program activities undertaken by the library:

      A.1. What were the reasons for these changes in your literacy program?

      A.2. When were these changes in literacy program activities made?

      A.3. What impact did these changes have on your literacy program?

   B. Changes in the populations served by your literacy program:

      B.1. What were the reasons for these changes?

      B.2. When did these changes occur?

      B.3. What impact did the changes in the populations served have on your literacy program?

   C. Changes in the number, type and background or experience of your staff involved in your library's literacy program:

      C.1. What were the reasons for these changes in staff assigned to literacy education?

      C.2. When did these changes in staff composition occur?

      C.3. What impact did these changes in staff have on your literacy program?

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D. Changes in the type, quantity and content of your literacy education materials and equipment:

D.1. What were the reasons for these changes in your literacy materials and equipment?

D.2. When did these changes in your literacy materials and equipment take place?

D.3. What impact did these changes have on your literacy program?

2. What major changes do you anticipate in your literacy program in the next five years?

2a. Why do you anticipate these changes?

2b. What impact will these changes have on your program?

## XVII. LITERACY PROGRAM STRENGTHS AND WEAKNESSES

1. Overall, what have been the major difficulties you encountered in your library's involvement in literacy education?

2. What impact did these difficulties have on your literacy education activities?

3. What have you done or plan to do to address these difficulties?

4. In reviewing your library's involvement in literacy, what, in your opinion, are the major contributions or strengths of your literacy program?

5. What, in your opinion, are the main weaknesses of your literacy program?

6. What changes do you foresee in your literacy program in the next five years and why do you anticipate these changes?

## DOCUMENTS TO BE OBTAINED FROM LIBRARY

| Document | Available | Obtained | Will be sent By... |
|---|---|---|---|
| 1. Library's Organization Structure | | | |
| 2. Library's Annual Plan | | | |
| 3. Library's Literacy (Annual) Plan | | | |
| 4. Brochures, Newsletters or Other Documents Publicizing Library's Literacy Activities | | | |
| 5. Literacy Training Materials for Library Staff | | | |
| 6. Literacy Training Materials for Staff of Other Agencies | | | |
| 7. Literacy Training Materials for Literacy Tutors or Volunteers | | | |
| 8. Cooperative Literacy Agreement/Plan | | | |
| 9. Agenda of Cooperative Literacy Effort Participants' Meetings | | | |
| 10. Reports Submitted by Library to State Library Agency | | | |
| 11. Literacy Program Evaluation (Internal or External) Materials | | | |

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26 BRIGHTON STREET
BELMONT, MASSACHUSETTS 02178
TELEPHONE (617) 489-3150

# COOPERATIVE AGENCY
# INTERVIEW SCHEDULE

Name of Agency:______________________
______________________________
Location of Agency:__________________
______________________________
Date of Interview:___________________
Interviewer:_________________________

A SUBSIDIARY OF CONTRACT RESEARCH CORPORATION
25 FLANDERS ROAD, BELMONT, MA 02178
600 NEW HAMPSHIRE AVENUE, N.W., SUITE 616, WASHINGTON, D.C. 20037

# COOPERATING AGENCY
# INTERVIEW SCHEDULE

## Background Information

1. What are the overall functions and responsibilities of your agency aside from your participation in the cooperative literacy effort?

2. What are the characteristics of the clients that you primarily serve by age group, income level, ethnicity, disability status, geographical isolation and English speaking capabilities?

3. Approximately how many clients does your agency serve per year?

4. What proportion of your total client population would you estimate need literacy services to improve their reading and basic skills levels? (Basic skills are defined as those involving writing, reading, computation, comprehension and oral communication.)

4a. How do you determine that clients need literacy services (e.g., inability of clients to fill in forms, client difficulty in obtaining employment due to low reading and basic skills levels, client self-identification)?

4b. What actions do you take once a client's literacy needs have been established?

Cooperative Literacy Activities

1. How long has your agency been involved in cooperative literacy activities with the library and other agencies and institutions in your community?

2. Was the cooperative literacy effort initiated by...

| | Yes | No |
|---|---|---|
| Your agency.................................. | 1 | 2 |
| The library (Skip to Q. 2c).................... | 1 | 2 |
| Other agency or institution (Skip to Q. 2c).... | 1 | 2 |

2a. Why did you initiate the cooperative literacy effort?

2b. Please describe how you identified and asked for the cooperation of the other agencies, institutions and the library.

(SKIP TO Q. 3)

2c. Why did the initiating agency, institution or library ask for your participation in the cooperative literacy effort?

2d. What were your agency's reasons for becoming involved in the cooperative literacy effort?

3. Had your agency been involved in any literacy effort prior to your current involvement with cooperative literacy education activities?

| | |
|---|---|
| Yes................................ | 1 |
| No (Skip to Q. 4).................. | 2 |

3a. Please describe your agency's literacy activities before your involvement in the current cooperative program.

4. What types of activities does your agency undertake in the current cooperative literacy effort?

| | |
|---|---|
| Provides publicity for literacy education programs or activities | 1 |
| Refers clients directly to literacy education program or activities | 2 |
| Provides materials or equipment to literacy education programs | 3 |
| Provides training to libraries' or other agencies' staff in the area of literacy education | 4 |
| Trains tutors for literacy education instruction | 5 |
| Provides space for literacy education activities | 6 |
| Provides transportation for clients or tutors to the site of literacy education activities | 7 |
| Provides occupational counseling to literacy clients | 8 |
| Provides evaluation services to the literacy program activities | 9 |
| Serves as a coordinator of literacy education activities for the library and the participating agencies | 10 |
| Participates in the planning of the cooperative literacy program activities | 11 |
| Other (SPECIFY)________________________________ | 12 |

4a. Please describe each of the activities in which you currently participate:

A. Publicity for literacy education programs or activities:

B. Client Referral to literacy programs:

C. Provision of materials or equipment to literacy education programs:

D. Tutor Training:

E. Staff Training:

F. Provision of transportation services to clients or tutors:

G. Provision of occupational counseling to clients:

H. Provision of evaluation services to literacy programs:

I. Coordination of literacy education activities between the library and other participating agencies:

J. Participation in the planning of program activities:

K. Other (SPECIFY):

5. What other agencies or institutions are part of the cooperative literacy education effort?

6. To your knowledge, what role does each agency play in the cooperative literacy education program?

| | Agency | Activities or Contributions |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | The Library | |

7. What types of staff in your agency are participating in the cooperative literacy effort?

7a. Do these individuals have knowledge of or experience in the field of literacy education?

Yes.................................. 1

No (SKIB TO Q. 7c).................. 2

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7b. Please describe the type of experience or training your agency's staff member(s) have (has) in literacy education.

7c. Does any agency or institution participating in the cooperative literacy effort provide in-service training in literacy education to your agency's staff?

Yes.................................. 1
No (SKIP TO Q. 8).................. 2

7d. Please describe by whom the training is provided, how frequently, where it is provided, and what issues are addressed.

8. Approximately how many hours are spent in literacy-program-related activities each month by members of your staff?

9. Does your agency have formal, written interagency literacy agreements or plans with any of the cooperating agencies, institutions or library?

Yes........................................ 1
No (SKIP TO Q. 10)...................... 2

9a. With what agencies or institutions does your agency have such agreements?

9b. Please describe the content of this agreement, how it was developed, by whom and what issues it addresses (e.g., responsibilities of each participating agency, program activities, funding and funding sources, clients to be served, methods of coordination, methods of problem resolution, etc.).

10. What procedures and means of communication does your agency use to coordinate your literacy-related activities with those of the other participating agencies and institutions?

| | |
|---|---|
| Formal meetings on a weekly/monthly/annual basis......... | 1 |
| Occasional meetings on an as-needed basis................. | 2 |
| Telephone conversations on an as-needed basis............ | 3 |
| Other (SPECIFY)________________________________ | 4 |

11. In the coordination of the cooperative literacy effort, does your agency representative undertake the...

| | Yes | No |
|---|---|---|
| Assignment of tasks and responsibilities to specific agencies or representatives | 1 | 2 |
| Program problem solving | 1 | 2 |
| Program planning and policy making | 1 | 2 |
| Budget decisions | 1 | 2 |
| Preparation of progress reports and general information sharing | 1 | 2 |
| Other (SPECIFY)____________________ | 1 | 2 |

11a. Please describe each of the coordination tasks undertaken by your agency representative.

A. Task assignments:

B. Program problem solving:

C. Progam planning and policy making:

D. Budget decisions:

E. Preparation of progress reports and general information sharing:

12. What agency or individual in the cooperative effort has the final authority in making decisions about the cooperative literacy education program?

13. During your agency's participation in the literacy education effort, has the...

| | Yes | No |
|---|---|---|
| Number of participating agencies increased... | 1 | 2 |
| Number of participating agencies decreased... | 1 | 2 |
| Type of agencies changed..................... | 1 | 2 |
| Roles and responsibilities assigned to agencies changed.......................... | 1 | 2 |
| Method or frequency of communication among participating agencies changed............ | 1 | 2 |

(IF "NO" TO ALL, SKIP TO Q. 14.)

13a. What were the reasons for these changes?

13b. What impact have these changes had on the cooperative literacy program?

Funding Information

1. Excluding staff salaries, does your agency contribute funds to the cooperative literacy education program?

Yes.................................... 1

No (SKIP TO Q. 3)......................... 2

2. How much did your agency contribute in the 1979 Fiscal Year?

$_______________

2a. Approximately what proportion of your agency's total budget did this contribution represent?

____________%

2b. Was this contribution earmarked for literacy education in your agency's annual budget?

Yes.................................. 1

No (SKIP TO Q. 3).................... 2

2c. Is your agency required by law, by agency policy, or by other directives to contribute funds to literacy education efforts in your community?

Yes..................................1

No (SKIP TO NEXT SECTION.)........... 2

2d. What is the source of your agency's mandate to contribute to the literacy education effort?

## Program Summary

1. Does the cooperative literacy education effort in which your agency participates meet the needs of your agency's or institution's clients?

   Yes (SKIP TO Q. 2).................................. 1

   No............................................... 2

   1a. In what way does the cooperative program not meet clients' needs?

   1b. What is the reason for this gap between the cooperative literacy program and your clients' literacy needs?

2. What are the major problems experienced by your agency in participating in the cooperative literacy effort?

3. What are the reasons for these problems?

4. How have you addressed or how do you plan to address these problems?

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TELEPHONE (617) 489-3150

# OUT OF LIBRARY
# LITERACY TUTOR
# INTERVIEW SCHEDULE

Tutor No: ____________________
Tutor Affillaction: ______________

Location: ____________________

______________________________

Date of Interview: ____________
Interviewer: __________________

A SUBSIDIARY OF CONTRACT RESEARCH CORPORATION
25 FLANDERS ROAD, BELMONT, MA 02178
600 NEW HAMPSHIRE AVENUE, N.W., SUITE 616, WASHINGTON, D.C. 20037

## NON-LIBRARY
## LITERACY TUTOR INTERVIEW SCHEDULE

### General Information

1. Are you formally affiliated with a literacy education organization (eg. Laubaugh, LVA, Right to Read)?

   Yes......................1
   No (skip to Q.2).........2

   1.a. With which organization are you affiliated?

2. How long have you been a literacy education tutor?

3. What training or preparation have you had for becoming a literacy tutor? Please describe the nature and length of training or preparation, who provided it, and how it was provided?

4. How have you been recruited or become involved with your current literacy education program?

5. How are literacy clients or students assigned to you?

6. How many clients/students are you currently tutoring?

6,a. On the average, how many clients/students do you usually tutor at a given period of time?

7. Please describe the characteristics of your clients/students in terms of:

A. Age:

315

B. Ethnic composition:

C. English speaking ability

D. Physical or mental handicap:

E. Educational level:

F. Occupation:

8. What effects, if any, do the characteristics of your clients have on the:

   A. Content of your literacy classes or tutorials (eg. specific information needs of clients):

   B. Duration of your literacy program (eg. number of hours and weeks of instruction):

   C. Location and schedule of classes or tutorials:

D. Instructional techniques you use:

E. Nature of materials and equipment used in tutoring:

Instructional Activities and Techniques

1. Who is responsible for determining a client's/student's instructional needs at the time of the client's/student's entry into the literacy program? (E.g. yourself, a library staff member, agencies referring clients).

2. What procedures are used to determine a client's instructional needs at the time of or prior to program entry?

3. Do you provide literacy tutorial services to:

Groups of clients/students...........................1
Individual clients/students (one-on-one tutorials)....2

4. Where do you tutor clients/students?

4.a. Why was this instructional setting chosen for providing tutoring instruction to clients? (eg. number of clients to be served, lack of staff or tutors for one-to-one instruction, advantage of group or individual instruction for specific types of reading disabilities and client needs)

5. What is the average duration of literacy classes and one-on-one tutorials in hours per week and weeks of instruction?

| | hours of instruction per week | weeks of instruction |
|---|---|---|
| Literacy classes | | |
| One-on-one tutorials | | |

6. Describe the instructional methods you use to teach clients to improve their reading and basic skills?

7. Why did you decide to use these instructional techniques or strategies?

8. What is the content/substance of your literacy classes or tutorials?

9. In general, how successful have you found these instructional strategies to be in helping your students improve their basic skills?

10. What types of print materials, non-print materials, and equipment do you most often use:

    A. Print materials:

    B. Audio-Visual/non-print materials:

    C. Educational Technology:

11. How do you use non-print materials and educational technological equipment in the instruction of clients in reading and basic skills?

12. How useful do you find these non-print materials and educational technology for teaching literacy?

12.a. How useful do your clients find the non-print and educational technology materials for learning to improve their reading and basic skills?

12.b. Generally, what types of print or non-print materials and equipment do your clients appear to find most useful?

13. Who is responsible for selecting the literacy materials and equipment that you use in teaching clients literacy skills?

13.a. To what extent do you use your own non-library materials for teaching clients, including those you have made yourself?

13.b. Do you use additional non-library materials for instructing clients in special content area needs, such as pamphlets produced by health organizations, driver license applications, etc.

Yes..............................1
No (skip to Q 14)................2

13.c. Please describe these materials, how you identify and obtain them and what use you make of them in tutoring?

14. Do you routinely assign your clients out-of-class work to be completed between classes or tutorial sessions?

Yes..........................1
No (skip to Q. 15)...........2

14.a. What types of assignments do you make to clients?

14.b. To what extent do these assignments to students involve the use of the library's facilities or materials?

15. How do you assess student progress and achievement

A. During the course of instruction:

B. At the end of the course or tutorial;

16. What impact have your literacy classes or tutorials had on the clients who participated in your literacy education activities (eg. job promotion, increased self esteem, etc.)?

17. What problems have you encountered in providing literacy instruction in terms of:

A. Individual client contact:

B. Problems arising out of the literacy program's administration (e.g., the library staff, other participating agencies, etc.):

18. What are the reasons for these difficulties?

19. How have you addressed or how do you plan to address these difficulties?

CRC EDUCATION AND HUMAN DEVELOPMENT, INC.
26 BRIGHTON STREET
BELMONT, MASSACHUSETTS 02178
TELEPHONE (617) 489-3150

# LITERACY CLIENT/STUDENT INTERVIEW SCHEDULE

Client/Student No. ____________________

Location: ____________________

____________________

Date of Interview: ____________________

Interviewer: ____________________

A SUBSIDIARY OF CONTRACT RESEARCH CORPORATION
25 FLANDERS ROAD, BELMONT, MA 02178
600 NEW HAMPSHIRE AVENUE, N.W., SUITE 616, WASHINGTON, D.C. 20037

## CLIENT INTERVIEW SCHEDULE

1. How did you find out about this library's literacy program (e.g., through an agency referral, publicity, from a friend or a relative)?

2. How long have you used the literacy services provided by this library?

3. Why did you decide to use these services?

4. Were you enrolled in any literacy classes or one-on-one tutorials?

   Literacy classes............................1
   One-on-one tutorials........................2
   Neither (SKIP to Q. 5)......................3

4a. Please describe what you learned in this class?

4b. How long did this course or tutorial last?

4c. For how many hours a week did you attend this class?

4d. Did you use any special material or equipment such as films, cassettes, kits, computers in this class?

Yes....................................1
No (SKIP to Q. 4f).....................2

4e. What kind of materials did you use and for what purpose?

4f. Overall, did you find this class helpful to you?

Yes....................................1
No (SKIP to Q. 4h).....................2

4g. Please describe in what ways you found this class helpful?

(SKIP to Q. 4i)

4h. Why was this class not helpful to you?

4i. What effect did this class have on your life (e.g., daily activities, work, etc.)?

5. Do you plan to take or enroll in other literacy classes or tutorials given by this library?

Yes........................................1
No (SKIP to Q. 5b).........................2

5a. In what classes or tutorials do you plan to enroll?

(SKIP to Q. 6)

5b. Why don't you plan to take or enroll in any other literacy classes?

6. Have you used this library's literacy materials and equipment (outside of your course or tutorial)?

Yes........................................1
No (SKIP to Q. 6b).........................2

6a. What materials and equipment have you used and for what purposes?

(SKIP to Q. 7)

6b. How useful or unuseful did you find these materials and equipment and why?

7. How well have you been treated by this library staff who provide literacy services?

8. Have you encountered any problems in obtaining the literacy services you need?

Yes....................................1
No (SKIP to Q. 9).......................2

8a. Please describe what problems you have encountered and what you have done about them.

9. What changes would you like to see in this library's literacy services and activities?

10. Have you or would you recommend this library's literacy program to others with needs similar to yours?

11. How often do you visit and use this library or another library, not counting your attendence of literacy classes or tutorials?

12. For what purposes do you visit the library?

13. Have you increased the use of library services, in general, as a result of your participation in a literacy program?

## Appendix C:

## SURVEY QUESTIONNAIRES

Public Library Questionnaire
Public School Library/Resource Center Questionnaire
Community College Library/Resource Center Questionnaire
State Institutional Library Questionnaire
Non-Profit Agency Questionnaire
State Library Agency Questionnaire

FOR OFFICE USE ONLY
Question NO.:

FEDAC No.: S172
Expiration Date: March, 1981
OE 708

# SURVEY OF LIBRARIES' ACTIVITIES IN LITERACY

## PUBLIC LIBRARY QUESTIONNAIRE

Although this study is authorized by law (P.L. 83-329, Title II-B) you are not required to respond. However, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. This survey is being sponsored by the Office of Libraries and Learning Technologies (OLLT) and conducted by CRC Education and Human Development, Inc.

Please note: for the purpose of this study, literacy education activities are defined as any instructional, informational or other activities directed toward increasing the reading, writing and computational skills of children, youth and adults.

## I. LIBRARY CHARACTERISTICS

(Libraries having branch libraries please note: the following questions relate only to the main library unless otherwise specified in the question.)

1. In what year was this library founded? ________

2. Is this library located in an... (CIRCLE ONE ONLY)

| | |
|---|---|
| Urban area | 1 |
| Suburban area | 2 |
| Rural area | 3 |

3. Which one of the following most closely represents the size of the population this library serves? (CIRCLE ONE ONLY)

| | |
|---|---|
| Under 10,000 | 1 |
| 10,000 to 24,999 | 2 |
| 25,000 to 49,999 | 3 |
| 50,000 to 99,999 | 4 |
| 100,000 to 249,999 | 5 |
| 250,000 or over | 6 |

4. Is the majority of the population in your library's area of service...(CIRCLE ONE ONLY)

| | |
|---|---|
| Upper class | 1 |
| Upper middle class | 2 |
| Middle class | 3 |
| Lower middle class | 4 |
| Lower class | 5 |

5. Does your library's area of service include any of the following groups/populations? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Asian or Pacific Islander | 1 |
| American Indian or Alaskan Native | 2 |
| Black (not of Hispanic origin) | 3 |
| White (not of Hispanic origin) | 4 |
| Hispanic origin | 5 |
| English speaking as a second language | 6 |
| Other (SPECIFY) ____________________ | 7 |

6. Does your library serve...(CIRCLE ALL THAT APPLY)

Children (3-12 years old)..........................1
Youth (13-18 years old)...........................2
Adults (19 or older)...............................3

7. How does your library determine the library-related needs of the population it serves? (CIRCLE ALL THAT APPLY)

A community analysis (needs assessment)...........1
Indication of need by particular groups in
the community.......................................2
Other (SPECIFY) ______________________________

______________________________________________3

8. What are the current educational requirements that this library has for the hiring of librarians? (CIRCLE ALL THAT APPLY)
(Librarians are defined as those doing work that required professional training and skill in the theoretical and/or scientific aspect of library work as distinct from its mechanical or clerical aspect.)

Master of Library Science and area of
specialization.......................................1
Master of Library Science...........................2
Working toward a Master of Library
Science degree.......................................3
Bachelor of Library Science.........................4
Other academic degree (SPECIFY) ______________

______________________________________________...5

Other (SPECIFY) ______________________________

______________________________________________...6

8a. Do any of your staff have educational training or experience in... (CIRCLE ALL THAT APPLY)

Information and Referral (I&R)...............1
Audio-visual materials.........................2
Adult education.................................3
Reading...........................................4
ESL................................................5
Other reading or literacy-related areas
(SPECIFY) ______________________________...6

9. Does your library provide formal or informal in-service training to its staff?

Yes................................................1
No.................................................2

10. How many of the following types of full-time and part-time staff does this library currently employ? (RECORD IN TABLE BELOW UNDER "THIS LIBRARY")

10a. (If you have branch libraries)
How many of the following types of full-time and part-time staff are currently employed by all your branch libraries? (RECORD BELOW UNDER "BRANCH LIBRARIES")

| | (10)<br>This Library | | (10a)<br>Branch Libraries | |
|---|---|---|---|---|
| | Full-Time | Part-Time | Full-Time | Part-Time |
| Librarians: | | | | |
| General Librarians[1]... | ____ | ____ | ____ | ____ |
| Audio-visual and Media Specialists[2] | ____ | ____ | ____ | ____ |
| Other professional staff[3] | ____ | ____ | ____ | ____ |
| Library Technicians,[4] Para-professional and support staff | ____ | ____ | ____ | ____ |
| Unpaid/Volunteer staff | ____ | ____ | ____ | ____ |
| Other (SPECIFY) ____________ | ____ | ____ | ____ | ____ |
| Total Staff (FTE) | ____ | | ____ | |

---

[1] Librarians are defined as those doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work as distinct from its mechanical or clerical aspect.

[2] Audio-visual and Media Specialists are defined as those doing work that requires professional training and skill in audio-visual materials and equipment, as distinct from its mechanical or clerical aspect.

[3] Other Professional Staff are defined as persons who, though not librarians, media specialists, or audio-visual specialists, are in positions normally requiring at least a bachelor's degree. May include archivists, curators, art historians, statisticians, business managers, editors, etc.

[4] Library Technicians, Paraprofessional and Support Staff are defined as those persons whose performance is directed towards assisting librarians. These include library pages, library aides, keypunchers, secretaries, etc.

11. Do you agree that a library should act as an educational institution? (CIRCLE ONE ONLY)

Strongly agree..................................1
Agree...........................................2
Somewhat agree..................................3
Disagree........................................4
Strongly disagree...............................5

12. Is your Board of Trustees or any of its members interested in or supportive of libraries' involvement in literacy education? (CIRCLE ONE ONLY)

Very interested and supportive....................1
Somewhat interested and supportive................2
Neither interested nor supportive.................3

13. Is this library's Director interested in or supportive of libraries' involvement in literacy education? (CIRCLE ONE ONLY)

Very interested and supportive....................1
Somewhat interested and supportive................2
Neither interested nor supportive.................3

## II. FACILITIES, MATERIALS AND EQUIPMENT

1. Do you have branch libraries?

Yes.............................................1
No (SKIP TO Question 2)........................2

1a. (IF YES)
How many branch libraries do you have?

__________ branch libraries

2. Does this library belong to a system of...(CIRCLE ONE ONLY)

Consolidated libraries (consolidated libraries
are composed of a main library, its
member units and one Governing Board)........1
Cooperative libraries (cooperative libraries
carry out some services together, but
maintain complete autonomy for the
execution of the remaining services).........2
Federated libraries (each of the libraries has
its own Board; in addition to a system's
Board).......................................3
None of the above...............................4
Other (SPECIFY)
______________________________________________..5

3. Approximately how many volumes does this library have?

______________Volumes

3a. (If library has branch libraries)
Approximately how many volumes does a branch library have on the average?

______________Volumes

4. Which of the following types of non-print/audio-visual materials does this library and/or its branch libraries carry? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Films, filmstrips or slides | 01 |
| Sound cassettes | 02 |
| Video tape cassetts | 03 |
| Records | 04 |
| Microform | 05 |
| Computer managed instruction packages | 06 |
| Art prints | 07 |
| Talking books | 08 |
| Kits | 09 |
| Other (SPECIFY) ______________________________ | 10 |

5. Which of the following types of equipment does your library and/or your branch libraries carry? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Projectors | 1 |
| Video tape recorders | 2 |
| Tape recorders | 3 |
| Record players | 4 |
| Microform readers | 5 |
| Computer terminals | 6 |
| Reader printers | 7 |
| Viewers | 8 |
| Other (SPECIFY) ______________________________ | 9 |

## III. BUDGET AND FUNDING SOURCES

1. What is your library's annual budget for the 1980 Fiscal Year including any special project funds (grant money, CETA funds or any other "soft" money)?

   $________________

2. Approximately how much, in dollars, of your 1980 budget has come from...

   Federal funds.................................$__________
   State funds...................................$__________
   Local funds (tax and non-tax).....................$__________
   Other sources (SPECIFY)
   ________________________________...$__________

3. Approximately how much of your annual budget is expended, in dollars, on...

   Salaries......................................$__________
   Acquisition of materials and equipment............$__________
   Processing and organization (i.e., storage, cataloging)...............................$__________
   Publicity of services...........................$__________
   Other.........................................$__________

4. Overall, have there been any increases or decreases in this library's annual budget in the last five years, taking inflation into account?

   Increases in budget.............................1
   Decreases in budget.............................2
   Budget stayed the same..........................3

## IV. BARRIERS AND INCENTIVES TO LIBRARY'S INVOLVEMENT IN LITERACY

1. Does this library currently support, assist or participate formally or informally in any literacy education activities (i.e., instructional, informational or other activities directed toward increasing the reading, writing and computational skills of children, youth and adults)?

   Yes (SKIP TO Question 1b).........................1
   No..............................................2

   1a. (If library is currently not involved in literacy education)
   Had this library been previously involved in any literacy education activities?

   Yes.........................................1
   No (SKIP TO Question 3).......................2

   1b. When did this library become involved in literacy education activities?

   Became involved in literacy in 19____

   1c. For how long had this library been involved in literacy education activities?

   ______Years

2. (Libraries currently or previously involved in literacy education)
Which one of the following statements represents the primary reason why your library became involved in literacy education? (CIRCLE ONE ONLY)

Access to federal, state and/or local funds to support literacy education activities........1
Expressed need for literacy education by local community groups, agencies or institutions...2
Availability of library staff interested in literacy education...........................3
Availability of library staff with experience and expertise in literacy education..........4
Request by other community groups, agencies or institutions for library participation in a cooperative literacy education effort...5
Library's desire to increase its visibility and role in the community....................6
Library's need to justify current level or increased level of funding....................7
Interest in or support of library's involvement in literacy education by the library's Board.......................................8
Other (SPECIFY) ______________________________
______________________________...9

(LIBRARIES WITH CURRENT INVOLVEMENT IN LITERACY EDUCATION, SKIP TO SECTION V, QUESTION 1)

3. (Libraries with previous--but not current--involvement in literacy education)
Which one of the following statements most accurately describes the primary reason why this library is not currently involved in literacy education activities? (CIRCLE ONE ONLY. RECORD BELOW UNDER "PREVIOUSLY INVOLVED".)

3a. (Libraries which were never involved in literacy education activities)
Which one of the following statements most accurately describes the primary reason why this library has never been involved in literacy education activities? (CIRCLE ONE ONLY. RECORD BELOW UNDER "NEVER INVOLVED".)

| | (3) Previously Involved | (3a) Never Involved |
|---|---|---|
| Lack of library funds for the undertaking of literacy activities.................. | 01 | 01 |
| Lack of available library staff to assign to literacy related activities.......... | 02 | 02 |
| Library staff has no training or experience in literacy education activities........ | 03 | 03 |
| Library unawareness of literacy needs in the community....................... | 04 | 04 |
| No need or little need for literacy education in the community.............. | 05 | 05 |

|  | (3)<br>Previously Involved | (3a)<br>Never Involved |
|---|---|---|
| Literacy education programs have been developed by other agencies or institutions in the community, thus there is no need for direct library involvement in literacy.................. | 06 | 06 |
| Lack of community support (i.e., unavailability of volunteers, tutors, tutor trainers, etc.) to assist the library in the provisions of literacy education services.................................. | 07 | 07 |
| Lack of demand for literacy education from community members........................ | 08 | 08 |
| Lack of Board's interest in or support of library's involvement in literacy....... | 09 | 09 |
| Other (SPECIFY) ______________________... | 10 | 10 |

4. Which one of the following conditions would encourage your library to undertake or resume literacy education activities? (CIRCLE ONE ONLY)

Availability of federal, state or local funds (both earmarked and not earmarked) for literacy education activities undertaken by libraries..................................1
Expressed need for literacy education by local community groups, agencies or institutions...2
Availability of special resources including literacy volunteer tutors, tutor trainers, and literacy materials development specialists..................................3
Availability of library staff interested in literacy education............................4
Availability of library staff knowledgeable about literacy education......................5
Board's interest in or support of literacy education...................................6
Other (SPECIFY) ______________________
______________________________________
______________________________________...7

(END OF QUESTIONNAIRE FOR LIBRARIES WHICH HAVE NEVER BEEN INVOLVED IN LITERACY EDUCATION)

## V. LIBRARY'S ACTIVITIES IN LITERACY EDUCATION: CURRENT AND PREVIOUS

(This section should be completed by libraries which are currently involved in literacy education as well as by libraries which were previously, but are not currently, involved in literacy education.)

1. Which of the following statements most closely describe this library's involvement in literacy education activities? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Provision of Information and Referral services (I&R) on and to available literacy education programs | 01 |
| Provision of space for literacy education classes | 02 |
| Provision of materials and equipment for literacy education classes | 03 |
| Provision of space for training literacy education tutors or volunteers | 04 |
| Provision of materials and equipment for training literacy education tutors or volunteers | 05 |
| Training library staff in literacy education activities | 06 |
| Training individuals or staff from other agencies, institutions or community groups in the provision of literacy services | 07 |
| Identification, acquisition and maintenance of materials for new readers or low level readers for use in the library | 08 |
| Identification of and assistance in maintenance of materials for new readers or low level readers for use in a literacy education program undertaken by a community group, agency or institution | 09 |
| Identification, acquisition and maintenance of literacy materials for interlibrary loans | 10 |
| Provision of outreach services to populations with needs in literacy education | 11 |
| Provision of outreach services to community agencies or institutions involved in literacy education | 12 |
| Publicizing literacy education activities conducted by the library or by other groups, agencies or institutions in the community | 13 |
| Provision of one-on-one private tutorial sessions | 14 |
| Other (SPECIFY) ______________________________ ______________________________ ______________________________ | 15 |

2. (Are/Were) your literacy education activities mostly targeted toward... (CIRCLE ONE ONLY)

Children (3-12 years old)..........................1
Youth (13-18 years old)............................2
Children and Youth.................................3
Adults (19-64 years old)...........................4
People 65 years or older...........................5
Other combination (SPECIFY)

________________________________________

________________________________________...6

3. Which of the following groups/populations are being served by your library's literacy education activities? (CIRCLE ALL THAT APPLY)

3a. Ethnic Composition:

Asian or Pacific Islander.....................01
American Indian or Alaskan Native.............02
Black (not of Hispanic origin)................03
White (not of Hispanic origin)................04
Hispanic origin...............................05

3b. Bi-lingual, English as a Second Language (SPECIFY GROUP).............................06

3c. Physically and Mentally Handicapped (SPECIFY HANDICAP)______________________________

________________________________________

________________________________________...07

3d. Educational Level (SPECIFY LEVEL)__________

________________________________________

________________________________________...08

3e. Other populations:

Migrants..................................09
Geographically isolated...................10
Other (SPECIFY) ____________________

________________________________________...11

4. Did your library determine the needs of the community or of special groups in the community for literacy education through... (CIRCLE ALL THAT APPLY)

A community analysis (needs assessment)...........1
Indication of need by particular groups in
the community...................................2
Awareness of need by communications with other
literacy education providers.................3
Walk around in the community......................4
Other (SPECIFY) ______________________________...5
Don't know.........................................6

5. Are you aware of other groups in your community who need literacy education but who are not currently being served by your library or by other community groups, agencies or institutions?

Yes.................................................1
No .................................................2

6. Do you have a written policy concerning your library's involvement in literacy education activities (i.e., specifying goals and objectives, funding or program activities)?

Yes.................................................1
No .................................................2

7. What are this library's current educational requirements for librarians involved in literacy education activities? (Librarians are defined as those doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work as distinct from its mechanical or clerical aspect.) (CIRCLE ALL THAT APPLY)

Master of Library Science and experience or
training in literacy education...............1
Master of Library Science and area of
specialization...................................2
Master of Library Science..........................3
Working toward a Master of Library Science
degree...........................................4
Bachelor of Library Science........................5
Other academic degree (SPECIFY) ______________
______________________________________________...6
Other (SPECIFY) ______________________________
______________________________________________...7

7a. Do any of the librarians assigned to literacy education activities have educational training or experience in... (CIRCLE ALL THAT APPLY)

Information and Referral (I&R)...............1
Audio-visual materials.......................2
Adult education..............................3
Reading......................................4
ESL..........................................5
Other Reading or literacy-related areas
(SPECIFY) ______________________________...6

8. What are this library's educational requirements for Library Technicians or Para-Professional staff (but excluding clerical workers) involved in literacy education activities? (CIRCLE ALL THAT APPLY)

An academic degree, not in Library Science........1
An academic degree in literacy education..........2
No formal academic background but previous
experience in library work........................3
No formal academic background, but previous
experience in literacy education..................4
On-the-job training only..........................5
Other (SPECIFY)
______________________________...6

9. Does this library provide or arrange for literacy-related training to the...

| | Yes | No |
|---|---|---|
| Librarians involved in literacy education activities.................................... | 1 | 2 |
| Other professional staff involved in literacy education activities.......................... | 1 | 2 |
| Library technicians, para-professional and support staff involved in literacy education activities. | 1 | 2 |
| Unpaid/volunteer staff involved in literacy education activities.......................... | 1 | 2 |

10. How many of your full-time and part-time staff assigned to literacy education activities are:

| | Full-Time | Part-Time |
|---|---|---|
| Librarians.................................. | ____ | ____ |
| Other professional staff.................... | ____ | ____ |
| Library technicians, para-professional and support staff............................. | ____ | ____ |
| Unpaid/Volunteer staff...................... | ____ | ____ |
| Total Number of staff (FTE)............ | ____ | |

10a. Approximately how many hours per week do each of the following staff devote to literacy education activities?

| | Hours per Week |
|---|---|
| Librarians | |
| Other professional staff | |
| Library technicians, para-professional and support staff | |
| Unpaid/Volunteer staff | |

11. Which of the following content/subject areas are covered by your "easy to read" literacy-related materials? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Consumer education | 01 |
| Job information | 02 |
| Basic skills (reading, writing, computing) | 03 |
| Health information | 04 |
| Survival or coping skills | 05 |
| English as a Second Language (ESL) | 06 |
| Community resources | 07 |
| Humanities (biography, poetry, fiction, history, etc.) | 08 |
| Government and law | 09 |
| Other (SPECIFY) ______ | 10 |

12. Which of the following types of non-print/audio-visual materials are used for your literacy education activities? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Films, filmstrips or slides | 01 |
| Sound cassettes | 02 |
| Video tape cassettes | 03 |
| Records | 04 |
| Microform | 05 |
| Computer managed instruction packages | 06 |
| Kits | 07 |
| Art prints | 08 |
| Talking books | 09 |
| Other (SPECIFY) ______ | 10 |

13. Which of the following types of equipment does your library and/or your branch libraries use in literacy education activities? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Projectors | 1 |
| Video tape recorders | 2 |
| Tape recorders | 3 |
| Record players | 4 |
| Microform readers | 5 |
| Computers terminals | 6 |
| Reader printers | 7 |
| Viewers | 8 |
| Other (SPECIFY) ______ | 9 |

14. Do you consult with the following types of experts for purposes of identification and selection of literacy-related (easy to read) materials and equipment? (CIRCLE ALL THAT APPLY)

Adult Basic Education (ABE) experts............1
State Library Agency personnel.................2
Other experts in literacy (SPECIFY)__________
_____________________________________________..3

15. What procedures do you use to familiarize low level readers with your "easy to read," literacy-related materials?

## VI. COOPERATIVE LITERACY ACTIVITIES

1. Are your literacy education activities or programs entirely supported and administered by your library without any assistance in staff or funds from other groups, agencies or institutions in the community?

Yes (SKIP TO SECTION VII, Question 1) ..............1
No ................................................2

2. Are your literacy education program activities coordinated with any of the following community groups or agencies? (CIRCLE ALL THAT APPLY)

Literacy volunteers association such as LVA or Laubach (LIST)______________________ 1
Federally funded programs such as Right to Read, Adult Basic Education or CETA (LIST)______________________ 2
Ethnic or bi-lingual,, English-Speaking as a Second Language) community groups (LIST)______________________ 3
State or local public non-profit agencies (LIST)
______________________ 4
Education agencies (LIST ELEMENTARY, SECONDARY, POST-SECONDARY, ADULT LEVEL)
______________________ 5
State or local institutions (e.g., prisons, hospitals, senior centers, residential schools for handicapped persons) (LIST)
______________________ 6
Other (SPECIFY)______________________
______________________ 7

2a. With how many groups, agencies or institutions do you cooperate?
______________________

3. For how long has this library been involved in the cooperative literacy program?

__________ Years
__________ Months

4. Who initiated this cooperative literacy program?

Library initiated ........................................1
Community group, agency or institution initiated
(SKIP TO Question 4b) ...........................2
Other (SPECIFY) ________________________________3

4a. (If library initiated cooperative effort)
Why did this library find it necessary to initiate a cooperative literacy effort?

(SKIP TO Question 5)

4b. (If Library did not initiate cooperative effort)
Why did the group, agency or institution ask for your library's cooperation?

5. Did this library and/or any of your branch libraries have a literacy education program prior to this cooperative literacy activity?

| | Yes | No |
|---|---|---|
| This library .................................. | 1 | 2 |
| Branch library (ies) ........................... | 2 | 2 |

6. Did any of the cooperating group(s), agency(ies) or institution(s) have experience in literacy education prior to this cooperative effort?

Yes .............................................. 1
No ............................................... 2

7. Did your library and any cooperating group/agency/institution develop a written plan for the cooperative literacy effort?

| | | |
|---|---|---|
| Yes.. ............................................ | 1 | 2 |
| No (SKIP TO Question 8) ......................... | 1 | 2 |

7a. With how many of the cooperating groups/agencies/institutions do you have such plans? ______________________

7b. (Does the plan/do the plans) specify the following:

| | Yes | No |
|---|---|---|
| Responsibilities of each participant ...... | 1 | 2 |
| Funding sources............................ | 1 | 2 |
| Program activities ........................ | 1 | 2 |
| Populations/groups to be served............ | 1 | 2 |
| Methods of coordination ................... | 1 | 2 |
| Methods for problem resolution ............ | 1 | 2 |

8. Which of the following cooperative literacy program activities are provided by the participating agency(ies) or group(s)? (CIRCLE ALL THAT APPLY)

Client/Patron identification........................01
Client/Patron intake.................................02
Tutor training.......................................03
Tutoring clients.....................................04
Identification and selection of materials............05
Purchase of materials................................06
Provision of space for training tutors...............07
Provision of materials...............................08
Provision of equipment...............................09
Administration of client tests.......................10
Provision of client support services
(i.e., I&R, reference services, etc.)...............11
Coordination of cooperative activities...............12
Other (SPECIFY)________________________________..13

9. How do representatives of the various coordinating agencies exchange information and plan for the delivery of literacy services? (CIRCLE ONE ONLY)

Formal meetings scheduled periodically..........1
Formal meetings on an as needed basis ..........2
Informal contact on an as needed basis..........3
Other (SPECIFY)______________________________
_____________________________________________4

9a. How frequently do you communicate, in meetings or otherwise, with the participating agency(ies) or group(s)?

_____________________________

10. In general, do the cooperating agencies and groups determine policies and make decision by ....(CIRCLE ONE ONLY)

Consensus ......................................1
Majority vote...................................2
Other (SPECIFY)_____________________________3

11. Does the library representative responsible for the cooperative literacy effort have the authority to participate in policy development and decision making related to the cooperative literacy effort..... (CIRCLE ONE ONLY)

Independently of the library's administrative body .....1
With the approval of the library's Director.............2
With the approval of the library's Board of Trustees....3
With the approval of other library officials
(SPECIFY)__________________________________......4
Other (SPECIFY)____________________________......5

12. What is the total annual budget for Fiscal Year 1980 of the cooperative literacy program?

$__________

12a. Approximately what portion of this budget, in dollars, has been contributed by the:

Library..........................$______________

Cooperating agency(ies)/groups(s)..$______________

13. Have any of the cooperating agencies or groups experienced difficulties in the coordination and/or administration of the cooperative literacy program?

Yes ........................................1
No (SKIP TO Question 14)........................2

13a. Were these difficulties due to any of the following? (CIRCLE ALL THAT APPLY)

Difficulties in obtaining funds for literacy education..................................1
Difficulty in obtaining administrative or official approval for cooperative literacy activities.................................2
Unavailability of staff for participation in the cooperative literacy effort.........3
Decrease in agency's interest in the cooperative literacy effort................4
Lack of knowledge or expertise in literacy training..................................5
Lack of constituent interest...............6
Other (SPECIFY) ____________________ 7

13b. Did these difficulties result from any of the following agency cooperation problems? (CIRCLE ALL THAT APPLY)

Differences between agencies' policies and priorities.................................1
Legal or administrative barriers to the transfer of funds for cooperative literacy activities .......................................2
Lack of staff time committed to the planning and coordination of the cooperative literacy activities.................................3

Lack of knowledge or expertise in literacy training..........................4
Perceived threat to agency autonomy........5

Other (SPECIFY)____________________
__________________________________ 6

14. Has the cooperative literacy program been evaluated in terms of goals or objectives attainment?

Yes...... ..............................1
No..................................2

## VII. FEDERAL AND STATE INVOLVEMENT IN LIBRARIES' ROLE IN LITERACY

1. Has your library or any of your branch libraries ever requested information from the federal government or from state agencies on the availability of federal or state funds for literacy programs in libraries?

Yes............................................1
No (SKIP TO Question 2)..........................2

1a. (If requested information)
From which federal or state agencies did you request such information?

2. Has your library or any of your banch libraries ever requested assistance from the State Library Agency in preparing grant applications or plans for literacy education activities?

Yes........................................... 1
NO............................................ 2
Don't know.................................... 3

3. Is your State Library Agency aware of your literacy education activities?

Yes.................................... 1
No..................................... 2

4. Are you aware of any legislation which has a significant effect on your library's efforts to provide literacy education activities?

Yes........................................... 1
No ........................................... 2

## VIII. LITERACY BUDGET AND FUNDING SOURCES

1. Approximately, what portion, in dollars, of your library's 1980 budget is allocated to literacy education activities?

$________

2. Approximately, what portion, in dollars, of your 1980 literacy budget has come from...

Federal funds........................................ $______
State funds.......................................... $______
Local funds (tax and non-tax)........................ $______
Other (SPECIFY)______________________________________ $______

3. Approximately, what portion, in dollars, of your 1980 literacy budget is expended on:

Salaries............................................. $______
Acquisition of materials and equipment............... $______
Processing and organization.......................... $______
Publicity of services................................ $______
Other (SPECIFY)______________________________________ $______

4. Overall, have there been any increases or decreases in this library's literacy budget since the establishment of your literacy program?

Increases in budget.................................. 1
Decreases in budget.................................. 2
Budget stayed the same............................... 3

5. Approximately, what proportion of your literacy program start-up funds came from federal sources?

______%

6. For how many years since the establishment of your literacy program have you had federal funds to support your literacy activities?

______Years

7. On the average, what proportion of your literacy funds have come from the following sources since the establishment of your literacy program?

Federal funds................................ ______%
State funds.................................. ______%
Local funds (tax and non-tax)................ ______%
Other (SPECIFY)______________________________ ______%

8. Did changes in your literacy funding sources over time reflect any of the following? (CIRCLE ALL THAT APPLY)

Discontinuation of funding.................. 1
Availability of new funding sources......... 2
Changes in literacy activities
(SPECIFY)______________________________
_______________________________________
_______________________________________ 3
Changes in population participating in the
literacy program (SPECIFY)_____________
_______________________________________
_______________________________________ 4
Other (SPECIFY)________________________
_______________________________________ 5

## IX. PROBLEMS OR DIFFICULTIES IN LIBRARY'S INVOLVEMENT IN LITERACY

1. Which of the following represent major difficulties that your library has tried to overcome in providing literacy education services? (CIRCLE ALL THAT APPLY)

Difficulty in generating literacy program
start-up funds............................. 1
Difficulty in obtaining literacy program
continuation funds......................... 2
Difficulty in obtaining community support...... 3
Difficulty in identifying and/or recruiting
students................................... 4
Difficulty in identifying and securing
services of trained tutors................. 5
Lack of support from the library's Board
of Trustees................................ 6
Lack of autonomy in policy making with regard
to literacy education activities........... 7
Difficulty in defining the library's role in
providing literacy education services...... 8
Other (SPECIFY)________________________________
_______________________________________________ 9

2. Which of the following aspects of your literacy program have been affected by these difficulties? (CIRCLE ALL THAT APPLY)

Availability of staff.......................... 1
Program funding or contributions............... 2
Acquisition of materials and/or equipment...... 3
Availability of facilities or space............ 4
Provision of in-service training for staff..... 5
Cooperation with other agencies in the
community or state......................... 6
Other (SPECIFY)________________________________
_______________________________________________ 7

Thank You

FOR OFFICE USE ONLY

Question No.:
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Expiration Date: March, 1981
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# SURVEY OF LIBRARIES' ACTIVITIES IN LITERACY EDUCATION

## PUBLIC SCHOOL LIBRARY/RESOURCE CENTER QUESTIONNAIRE

This survey is being sponsored by the Office of Libraries and Learning Technologies (OLLT), U.S. Education Department, and conducted by CRC Education and Human Development, Inc. Although this study is authorized by law (P.L. 83-329, Title II-B), you are not required to respond. However, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely.

# PUBLIC SCHOOL LIBRARY/RESOURCE CENTER QUESTIONNAIRE

The objective of this questionnaire is to obtain information on the literacy education activities undertaken by your library or resource center in terms of the characteristics of the pupils served, the type and background of staff, the literacy activities or services provided, the materials (print and non-print) and equipment used, and the involvement of other school staff in these activities.

For the purpose of this study, literacy education provided by the library/resource center is defined as activities or services explicitly designed to improve the reading, writing, comprehension, and computational skills of pupils functioning one or more years below grade level (including pupils for whom English is a second language). These activities and services are distinguished from the functions that the librarian or media specialist provides to pupils who function at or above grade level.

Literacy education activities and services provided by the librarian or media specialist may be informational or instructional and include the identification and provision of materials for skill development and instruction to pupils functioning below grade level or to pupils for whom English is a second language.

Please use this definition of literacy education in answering the following questions.

## I. LIBRARY/RESOURCE CENTER INVOLVEMENT IN LITERACY EDUCATION

1. Does your school have literacy education services?

Yes.......................................1
No (Skip to Q. 3 , Page 2)..............2

2. To whom are these literacy education services provided? (CIRCLE ALL THAT APPLY)

Pupils functioning one year below grade level in reading, writing or computational skills...................1

Pupils functioning two or more years below grade level......2

Adults...............................................3

Other (SPECIFY)______________________________________

______________________________________________...4

3. Approximately how many pupils in your school function below grade level in either reading, writing, comprehension or computational skills? (RECORD NUMBER OF PUPILS)

_________ pupils

4. How many pupils are enrolled in your school? (RECORD NUMBER OF PUPILS)

_________ pupils

(END OF QUESTIONNAIRE FOR SCHOOLS NOT PROVIDING LITERACY EDUCATION SERVICES)

5. Is your library/resource center involved in providing literacy education services to pupils who function below grade level?

Yes........................................1

No (SKIP TO SECTION II, QUESTION 2, PAGE 4).....2

6. When did your library/resource center first become involved in providing literacy education services?

19_____

7. Does your library/resource center serve all pupils in your school who need literacy education services?

Yes (SKIP TO SECTION II, Q. 1, PAGE 4).........1

No.........................................2

7a. (If not)

How many pupils receive literacy education services from your library/resource center this year? (RECORD NUMBER OF PUPILS)

_________ pupils

7b. Why doesn't your library/resource center provide literacy education to all pupils in school in need of such services? (CIRCLE ALL THAT APPLY)

Needed services are provided to these pupils by other school staff........................................1

Insufficient number of library/resource center staff to serve all pupils..................................2

Insufficient number of trained library/resource center staff to serve all pupils..........................3

Lack of appropriate materials to serve all types of pupils...................................................4

Literacy education services are not perceived as a high priority by key school personnel....................5

Other (SPECIFY)________________________________________

________________________________________________________.....6

## II. REASONS FOR INVOLVEMENT/UNINVOLVEMENT IN LITERACY EDUCATION

1. What are the major reasons why your library/resource center became involved in providing literacy education services? (CIRCLE ALL THAT APPLY)

   The number of pupils who function below grade level is large and classroom teachers cannot serve all of them..........1

   Library/Resource center staff are more trained and experienced than other staff in literacy education..........2

   Other (SPECIFY)______________________________

   __________________________________________

   __________________________________________.....3

(SKIP TO SECTION III, Q. 1, PAGE 5)

2. (If library/resource center is not involved in literacy education)

   Which of the following statements most accurately describes the primary reason why your library/resource center is not involved in literacy education? (CIRCLE ONE ONLY)

   There is no need or little need for literacy education in this school..........1

   Literacy education services have been developed and/or are provided by other departments or staff in this school, thus there is no need for direct library/resource center involvement in literacy education..........2

   Library/Resource center staff do not have training or experience in literacy education..........3

   There is a lack of available library/resource center staff to assign to literacy related activities..........4

   Library funds are not available for literacy education services..........5

   Other (SPECIFY)______________________________

   __________________________________________

   __________________________________________.....6

(END OF QUESTIONNAIRE IF LIBRARY/RESOURCE CENTER IS NOT INVOLVED IN LITERACY EDUCATION)

## III. LIBRARY/RESOURCE CENTER PROVISION OF LITERACY EDUCATION SERVICES

### A. PUPILS SERVED

1. What is the grade range of pupils who receive literacy education services from your library/resource center?

From grade ______ to grade ______

2. Please describe the characteristics of the pupils who participate in your literacy education activities in terms of the following. (CIRCLE ALL THAT APPLY)

a. Ethnic/Racial Composition

Asian or Pacific Islander....................................1

American Indian or Alaskan Native...........................2

Black (not of Hispanic origin)..............................3

Hispanic origin.............................................4

White (not of Hispanic origin)..............................5

b. Bi-Lingual

(English speaking as a second language)(SPECIFY GROUP)

__________________________________________________.....6

c. Physically or Mentally Handicapped (SPECIFY HANDICAP)_____

__________________________________________________.....7

d. Other (SPECIFY)__________________________________

__________________________________________________.....8

3. In general, how does your school determine if a pupil needs literacy education services? (PLEASE DESCRIBE PROCESS, PROCEDURES, AND ANY FORMAL OR INFORMAL TESTS USED)

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

4. Who in your school assesses the literacy education needs of pupils? (CIRCLE ALL THAT APPLY)

Teacher........................................1

Librarian/Media specialist.......................2

Guidance counselor...............................3

School Psychologist..............................4

Other school staff (SPECIFY) ____________________

__________________________________________..5

Other (SPECIFY) ____________________________

__________________________________________..6

5. What procedures are used in your school to determine what pupils will participate in your library's/resource center's literacy education activities?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## B. LIBRARY/RESOURCE CENTER STAFF INVOLVED IN LITERACY EDUCATION

1. How many staff in your library/resource center are involved in providing literacy education activities?

________ staff

2. How many of the staff involved in providing literacy education services are...

Full-time paid staff.......... ________

Part-time paid staff.......... ________

Volunteers.................... ________

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3. What typically is the educational/professional background of your library's/resource center's staff who provide literacy education services? (CIRCLE ALL THAT APPLY)

Master of Library Science..............................1

Bachelor of Library Science............................2

Working toward a Master of Library Science............3

Degree in Education/Teaching...........................4

Other academic degree (SPECIFY)____________________

____________________________________________________..5

Certification..........................................6

Other (SPECIFY)____________________________________

____________________________________________________..7

4. Do your library's/resource center's staff involved in literacy education activities have educational training or experience in...(CIRCLE ALL THAT APPLY)

Information and Referral (I & R).......................1

Audio-visual materials.................................2

Reading................................................3

Writing................................................4

Computational skills...................................5

English as a second language...........................6

Teaching methods in literacy education.................7

Material development for special groups in need of literacy education..............................8

Other (SPECIFY)____________________________________

____________________________________________________..9

(IF ALL LIBRARY/RESOURCE CENTER STAFF ARE INVOLVED IN LITERACY EDUCATION, SKIP TO Q. 6, PAGE 8)

5. (If not all of your library staff are involved in literacy education) Does the educational/professional background of your library's/resource center's staff involved in literacy education differ from the educational/professional background of staff not involved in literacy education?

Yes....................................1

No (SKIP TO Q. 6)......................2

5a. (If yes)

Please describe briefly how the educational/professional background of staff not involved in literacy education differ.

6. Do your library/resource center staff involved in literacy education receive any in-service training related to literacy education?

Yes....................................1

No (SKIP TO SECTION C, Q. 1, PAGE 9)....2

6a. (If yes)

Please describe the areas in which these staff have received in-service training.

6b. Who of the following provices this in-service training? (CIRCLE ALL THAT APPLY)

State Education Agency (SEA) or State Library Agency (SLA) staff..............................1

School district (LEA) staff......................2

Library/resource center staff...................3

Outside consultants (SPECIFY) ______________

________________________________________.....4

Literacy related associations (e.g. LVA, Laubach)..................................5

Other (SPECIFY)__________________________

________________________________________...6

6c. How frequently and for how long is this in-service training provided?

_____ times a year, for ____hours or ____ days each time

## C. LITERACY EDUCATION SERVICES

1. What literacy education services does the library/resource center provide to pupils who function one or more years below grade level? (PLEASE DESCRIBE THE RANGE OF SERVICES AND TO WHOM THEY ARE PROVIDED)

| Description of Services | Description of Pupils Who Receive Services |
|---|---|
| 1. ____________ | 1. ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| 2. ____________ | 2. ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| 3. ____________ | 3. ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| 4. ____________ | 4. ____________ |
| ____________ | ____________ |
| ____________ | ____________ |

2. What kinds of teaching methods or techniques do you use (e.g. one-to-one, group, other approaches)?

______________________________________________

______________________________________________

______________________________________________

3. On the average, for how many hours per week does a pupil receive literacy education services from your library/resource center?

_______ hours per week per pupil

4. On the average, how long do pupils receive literacy education services from your library/resource center?

_______ weeks

or

_______ months

5. Is the progress of pupils receiving your literacy education services evaluated in some way?

Yes....................................1

No (SKIP TO Q. 6, PAGE 11)..............2

5a. How is the progress of these pupils evaluated?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

5b. What do you do if pupils do not make as much progress as expected?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

6. How do you determine when a pupil no longer needs your literacy education services?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

7. Does your library/resource center provide literacy education related services to teachers or other school staff?

Yes....................................1

No (SKIP TO SECTION D, Q. 1)...........2

7a. (If yes)

What literacy education related services do you provide to teachers or other school staff?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

## D. LITERACY EDUCATION MATERIALS AND EQUIPMENT

1. What type of literacy related reading (print) materials do you use in providing literacy education services?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

2. Did the library/resource center have to purchase these materials especially for literacy education or were they already part of your collection? (CIRCLE ONE ONLY)

Had to purchase all or most materials......................1

Had to purchase some materials.............................2

All or most materials were part of collection..............3

Other (SPECIFY)________________________________________

_______________________________________________________.....4

3. Which of the following types of non-print materials are used for your library's/resource center's literacy education activities? (CIRCLE ALL THAT APPLY)

Films, filmstrips and slides...........................01

Sound cassettes........................................02

Video tape cassettes...................................03

Records................................................04

Microform..............................................05

Computer managed instruction packages..................06

Computer aided instructional packages..................07

Art prints.............................................08

Talking books..........................................09

Kits...................................................10

Other (SPECIFY)__________________________________.....11

4. For what other (non-literacy related) activities are these non-print materials used by the library/resource center or by other school staff?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

5. Did the library/resource center have to purchase these non-print materials especially for your literacy education services or were they already part of your collection?

Had to purchase all or most non-print materials.............1

Had to purchase some non-print materials...................2

All or most non-print materials were part of collection.....3

Other (SPECIFY)______________________________.....4

6. Which of the following types of equipment does your library/resource center use in its literacy education activities? (CIRCLE ALL THAT APPLY)

Projectors..............................01

Video tape recorders....................02

Tape recorders..........................03

Record players..........................04

Microform readers.......................05

Computer terminals......................06

Reader printers.........................07

Viewers.................................08

Cameras.................................09

Other (SPECIFY)____________________..10

6a. For what other (non-literacy related) activities are these types of equipment used in the library/resource center or by other school staff?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

6b. Did your library/resource center have to purchase this equipment for your literacy education services or was it already part of your collection?

Had to purchase all or most equipment........................1

Had to purchase some equipment..............................2

All or most equipment was part of collection................3

Other (SPECIFY)________________________________________.....4

7. What portion of your literacy education materials (print and non-print) have been developed by your staff? (CIRCLE ONE ONLY)

All.....................................1

Most....................................2

Some....................................3

Little..................................4

None (SKIP TO Q. 8, PAGE 15)............5

7a. Please describe the type and content of literacy education materials developed by your staff.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

8. Which of the following do you consider as the two primary factors in deciding what literacy related print and non-print materials to obtain and use? (CIRCLE TWO OF THE CATEGORIES BELOW)

Skill level of pupils....................................1

Availability of materials..............................2

Costs of materials......................................3

Number of people in need of particular literacy education services......................................4

Other (SPECIFY)________________________________

________________________________________...5

## E. LIBRARY/RESOURCE CENTER INVOLVEMENT WITH OTHER SCHOOL STAFF

1. How are the following people involved in the assessment, planning, implementation, and evaluation of the literacy education activities provided by your library resource center?

a. Teachers:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

b. School Administrators (SPECIFY WHO IS INVOLVED):

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

c. Other School Staff (SPECIFY WHO IS INVOLVED):

d. Parents:

2. How frequently do you communicate with the following in regard to your literacy education activities?

| | Frequency of Communication |
|---|---|
| Teachers...................... | |
| Administrative staff.......... | |
| Other school staff............ | |
| Parents....................... | |

3. What is the nature/content of these communications? (CIRCLE ALL THAT APPLY)

Assessment of pupil's literacy education needs..............1

Report on pupil progress (problems and accomplishments).....2

Consultation................................................3

Service administration (SPECIFY) ____________________ .....4

Materials and equipment issues (SPECIFY) ____________________ .....5

Other (SPECIFY) ____________________ .....6

4. Does your library/resource center cooperate with other libraries/ resource centers in your school district regarding the provision of literacy education services?

Yes....................................1

No (SKIP TO Q. 5).......................2

4a. (If yes)

With how many other libraries/resource centers do you cooperate?

__________ libraries/resource centers

4b. In which of the following areas do you cooperate? (CIRCLE ALL THAT APPLY)

Material development..............................1

Literacy program/service development..............2

Interlibrary loans................................3

Provision of in-service training..................4

Use of outside consultants........................5

Other (SPECIFY)______________________________

_____________________________________________.....6

5. Does your library/resource center cooperate regarding literacy educatio with any other agencies, organizations or institutions outside your school district?

Yes....................................1

No (SKIP TO SECTION F, Q. 1, PAGE 18)...2

5a. (If yes)

With which agencies, organizations or institutions do you cooperate?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

5b. In which of the following areas do you cooperate? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Literacy education material development................ | 1 |
| Literacy education program/service development......... | 2 |
| Provision of in-service training....................... | 3 |
| Other (SPECIFY)______________________________<br>______________________________..... | 4 |

## F. LITERACY BUDGET AND FUNDING SOURCES

1. Approximately what amount, in dollars, of your library/resource center's 1980/81 budget is allocated to literacy education?

$______________

2. Approximately what portion, in dollars, of your 1980/81 literacy education budget has come from...

| | |
|---|---|
| Federal funds........................... | $__________ |
| State funds............................. | __________ |
| Local (tax and non-tax) funds........... | __________ |
| Other sources (SPECIFY)______________<br>______________________________.... | __________ |

3. Approximately what portion, in dollars, of your 1980/81 literacy budget will be expended on:

| | |
|---|---|
| Materials (print and non-print)......... | $__________ |
| Equipment............................... | __________ |
| Other (SPECIFY)______________<br>______________________________.. | __________ |

4. Approximately what portion of your library/resource center start-up funds came from federal sources?

_________%

5. Overall, have there been any increases or decreases in this library's/resource center's literacy budget since the establishment of your literacy activities, taking inflation into account? (CIRCLE ONE ONLY)

Increases in budget....................1

Decreases in budget....................2

Budget stayed the same..................3

## G. PROBLEMS OR DIFFICULTIES IN LIBRARY'S/RESOURCE CENTER'S INVOLVEMENT IN LITERACY EDUCATION

1. Which major difficulties listed below has your library/resource center faced in providing literacy education services? (CIRCLE ALL THAT APPLY)

Difficulty in obtaining literacy education start-up funds.......................................................1

Difficulty in obtaining literacy education continuation funds.......................................................2

Difficulty in obtaining the support of school personnel.....3

Lack of autonomy in policy making with regard to literacy education activities..............................4

Lack of adequate library/resource center staff trained to provide literacy education services.....................5

Reluctance on part of library/resource center staff to provide literacy education services........................6

Difficulty in coordinating library/resource center instructional activities with other activities in the school.................................................7

Difficulty in obtaining materials or equipment especially targeted to particular literacy needs of pupils................................................8

Other (SPECIFY)________________________________________

__________________________________________________....9

2. What has been the impact of these difficulties on your library's/resource center's literacy education activities? (CIRCLE ALL THAT APPLY)

Decrease in the number of pupils served....................1

Decrease in the number of hours of service to pupils in need of literacy education..............................2

Services limited to only certain types of pupils in need of literacy education.................................3

Need to modify available materials.........................4

Need to develop own literacy education materials............5

Increased cooperation with other libraries/resource centers in literacy education...............................6

Other (SPECIFY)________________________________

________________________________________________.....7

3. What has your library/resource center done to address and overcome these difficulties?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

THANK YOU

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# SURVEY OF LIBRARIES' ACTIVITIES IN LITERACY

## COMMUNITY COLLEGE LIBRARY/RESOURCE CENTER QUESTIONNAIRE

Although this study is authorized by law (P.L. 83-329, Title II-B) you are not required to respond. However, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. This survey is being sponsored by the Office of Libraries and Learning Technologies (OLLT) and conducted by CRC Education and Human Development, Inc.

Please note: for the purpose of this study literacy education activities are defined as any instructional, informational and other activities directed toward increasing the writing, reading and computational skills of children, youth, and adults.

## I. LIBRARY/RESOURCE CENTER CHARACTERISTICS

(Libraries/Resource Centers having off-campus/satellite Resource Centers please note: the following questions relate only to the main library/Resource Center unless otherwise specified in the question.)

1. How many students are enrolled in this community college?

   ______________students

2. Approximately what proportion of the students enrolled in your community college speak English as a second language?

   ________________

3. In what year was this library/Resource Center founded? __________

4. Is this library/Resource Center located in an (CIRCLE ONE ONLY)

   Urban area .................................. 1
   Suburban area................................ 2
   Rural area................................... 3

5. Does this library/Resource Center serve..... (CIRCLE ALL THAT APPLY)

   This campus.................................. 1
   The extension campus(es)..................... 2
   Local community.............................. 3
   Other (SPECIFY) ________________________

   ______________________________________ 4

6. How does your library/Resource Center determine the library-related needs of the population it serves? (CIRCLE ALL THAT APPLY)

   A college analysis (needs assessment)........................ 1
   A community analysis (needs assessment)...................... 2
   Indication of need by particular groups in the college........ 3
   Indication of need by particular groups in the community ..... 4
   Other (SPECIFY)________________________________________ 5

7. What are the current educational requirements that this library/ Resource Center has for the hiring of librarians? (Librarians are defined as those doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work as distinct from its mechanical or clerical aspect.) (CIRCLE ALL THAT APPLY)

Master of Library Science or Ph.D. and area of specialization.......................................... 1
Master of Library Science.............................. 2
Working toward a Master of Library Science degree...... 3
Bachelor of Library Science............................ 4
Other academic degree (SPECIFY)____________________

____________________________________________________ 5
Other (SPECIFY)_____________________________________

____________________________________________________ 6

7a. Do any of your staff have educational training or experience in.... (CIRCLE ALL THAT APPLY)

Information and Referral (I & R)....................... 1
Audio-visual materials................................. 2
Adult education........................................ 3
Reading................................................ 4
ESL.................................................... 5
Other reading or literacy-related areas (SPECIFY) ____

____________________________________________________ 6

8. Does this library/Resource Center provide formal or informal in-service training to its staff?

Yes............................ 1
No............................. 2

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9. How many of the following types of full-time and part-time staff does this library/Resource Center currently employ? (RECORD IN TABLE BELOW UNDER "THIS LIBRARY")

9a. (If you have an off-campus/satellite Resource Center)

How many of the following types of full-time and part-time staff are currently employed by all your off-campus/satellite Resource Centers? (RECORD BELOW UNDER "SATELLITE RESOURCE CENTERS")

| | (9) This Library/ Resource Center | | (9a) Off-Campus/Satellite Resource Center | |
|---|---|---|---|---|
| | Full Time | Part Time | Full Time | Part Time |
| Librarians: | | | | |
| General Librarians[1] | | | | |
| Audio-visual and Media Specialists[2] | | | | |
| Other Professional Staff[3] | | | | |
| Library Technicians,[4] Para-professional and Support Staff | | | | |
| Unpaid/Volunteer Staff | | | | |
| Other (SPECIFY)__ ____ | | | | |
| Total Staff (FTE) | | | | |

---

[1] Librarians are defined as those doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work as distinct from its mechanical or clerical aspect.

[2] Audio-visual and Media Specialists are defined as those doing work that requires professional training and skill in audio-visual materials and equipment, as distinct from its mechanical or clerical aspect.

[3] Other Professional Staff are defined as persons who, though not librarians, media specialists, or audio-visual specialists, are in positions normally requiring at least a bachelor's degree. This category may include archivists, curators, art historians, statisticians, business managers, editors, etc.

[4] Library Technicians, Paraprofessional and Support Staff are defined as those persons whose performance is directed towards assisting librarians. These include library pages, library aides, keypunchers, secretaries, etc.

## II. FACILITIES, MATERIALS AND EQUIPMENT

1. Do you have any off-campus/satellite Resource Centers or libraries?

Yes................................ 1
No (SKIP TO QUESTION 2).............. 2

1a. (If YES)

How many off-campus/satellite Resource Centers/libraries do you have?

______________

2. Does this library/Resource Center belong to a cooperative library system?

(A cooperative library system is a system where libraries carry out some services together, but maintain complete autonomy for the execution of their remaining services.)

Yes.......................... 1
No........................... 2

3. Approximately how many volumes does this library/Resource Center have?

______________volumes

3a. (If library/Resource Center has off-campus/satellite Resource Centers)

Approximately how many volumes does an off-campus/satellite Resource Center have on the average?

______________volumes

4. Which of the following types of non-print/audio-visual materials does this library/Resource Center and/or its off-campus/satellite Resource Centers carry? (CIRCLE ALL THAT APPLY)

Films, filmstrips or slides.............. 01
Sound cassettes.......................... 02
Video tape cassettes..................... 03
Records.................................. 04
Microform................................ 05
Computer managed instruction packages.... 06
Art prints............................... 07
Talking books............................ 08
Kits..................................... 09
Other (SPECIFY)________________________ 10

5. Which of the following types of equipment and/or facilities does your library/Resource Center and/or your off-campus/satellite Resource Centers have? (RECORD BELOW. CIRCLE ALL THAT APPLY.)

| | |
|---|---|
| Learning labs | 01 |
| Projectors | 02 |
| Video tape recorders | 03 |
| Tape Recorders | 04 |
| Record Players | 05 |
| Microform readers | 06 |
| Computer terminals | 07 |
| Reader printers | 08 |
| Viewers | 09 |
| Other (SPECIFY)____________________ ____________________ | 10 |

## III. BUDGET AND FUNDING SOURCES

1. What is your library's annual budget for the 1980 fiscal year including any special project funds (grants, CETA funds or any other "soft" money)?

$____________

2. Approximately how much, in dollars, of your 1980 budget has come from...

Federal funds................. $____________
State funds................... $____________
Local funds (tax and non-tax). $____________
Other sources................. $____________

3. Approximately how much of your annual budget, in dollars, is expended on:

Salaries.............................................. $__________
Acquisition of materials and equipment................ $__________
Processing and organization (i.e., storage, cataloging). $__________
Other (SPECIFY)______________________________ $__________

4. Overall, have there been any increases or decreases in this library's/Resource Center's annual budget in the last five years, taking inflation into account?

| | |
|---|---|
| Increases in budget | 1 |
| Decreases in budget | 2 |
| Budget stayed the same | 3 |

## IV. BARRIERS AND INCENTIVES TO LIBRARY'S/RESOURCE CENTER'S INVOLVEMENT IN LITERACY

1. Does this library/Resource Center currently support, assist or participate formally or informally in any literacy education activities (i.e., instructional or other activities directed toward increasing the reading, writing and computational skills of youth and adults)?

Yes (SKIP TO Q. 1b)........................................ 1
No.......................................................... 2

1a. (If library is not currently involved in literacy education)

Had this library been previously involved in any literacy education activities?

Yes......................................................... 1
No (SKIP TO Q. 3a).......................................... 2

1b. For how long had this library/Resource Center been involved in literacy education activities?

__________years

2. (Libraries/Resource Centers currently or previously involved in literacy education)

Which one of the following statements most accurately describes the primary reason why this library/Resource Center became involved in literacy education activities? (CIRCLE ONE ONLY)

Access to Federal, State and/or local funds to support literacy education activities.............................. 1
Expressed need for literacy education by college personnel or local community groups, agencies or institutions.............................................. 2
Availability of library/Resource Center staff interested in literacy education.......................... 3
Availability of college staff or faculty interested in literacy education.......................................... 4
Availability of library/Resource Center staff with experience and expertise in literacy education ........... 5
Request by other community groups, agencies or institutions for library/Resource Center participation in a cooperative literacy education effort.................................. 6
Library's/Resource Center's desire to increase its visibility and role in the college and/or community....... 7
Library's/Resource Center's need to justify current level or increased level of funding............................ 8
Other (SPECIFY)__________________________________________ 9

(LIBRARIES/RESOURCE CENTERS WITH CURRENT INVOLVEMENT IN LITERACY EDUCATION, SKIP TO SECTION V, QUESTION 1.)

3. (Libraries/Resource Centers with previous--but not current--involvement in literacy education)

Which one of the following statements most accurately describes the primary reason why this library/Resource Center ceased its involvement in literacy education activities? (CIRCLE ONE ONLY. RECORD BELOW UNDER "PREVIOUSLY INVOLVED")

3a. (Libraries/Resource Centers which were never involved in literacy education)

Which one of the following statements most accurately describes the primary reason why this library/Resource Center has never been involved in literacy education activities? (CIRCLE ONE ONLY. RECORD BELOW UNDER "NEVER INVOLVED")

| | (3) Previously Involved | (3a) Never Involved |
|---|---|---|
| Lack of library/Resource Center funds for the undertaking of literacy activities | 01 | 01 |
| Lack of available library/Resource Center staff to assign to literacy activities | 02 | 02 |
| Lack of availability of college staff or faculty to assign to literacy activities | 03 | 03 |
| Library/Resource Center staff has no training or experience in literacy education activities | 04 | 04 |
| Library/Resource Center unawareness of literacy needs in the community or college | 05 | 05 |
| No need or little need for literacy education in the community or college | 06 | 06 |
| Literacy education programs have been developed by other agencies or institutions in the community; thus there is no need for direct library/Resource Center involvement in literacy | 07 | 07 |
| Lack of college or community support (i.e., unavailability of volunteers, tutors, tutor trainers, etc.) to assist the library/Resource Center in the provision of literacy education services | 08 | 08 |
| Lack of demand for literacy education from community members | 09 | 09 |
| Lack of demand for literacy education from college personnel | 10 | 10 |

4. Which one of the following conditions would encourage your library/Resource Center to undertake or resume literacy education activities? (CIRCLE ONE ONLY)

| | |
|---|---|
| Availability of Federal, State or local funds earmarked for literacy education activities undertaken by libraries/Resource Centers | 1 |
| Expressed need for literacy education by college personnel or students, local community groups, agencies or institutions | 2 |
| Availability of special resources including literacy volunteers, tutors, tutor trainers and literacy materials development specialists | 3 |
| Availability of library/Resource Center or college staff interested in literacy education | 4 |
| Availability of library/Resource Center or college staff knowledgeable about literacy education | 5 |
| Other (SPECIFY)______________________________________________________________________________________________________________________________________________ | 6 |

(END OF QUESTIONNAIRE FOR LIBRARIES/RESOURCE CENTERS WHICH HAVE NEVER BEEN INVOLVED IN LITERACY EDUCATION)

## V. LIBRARY'S/RESOURCE CENTER'S ACTIVITIES IN LITERACY EDUCATION (CURRENT AND PREVIOUS)

(This section should be completed by libraries/Resource Centers which are currently involved in literacy education as well as by libraries/Resource Centers which were previously, but are not currently, involved in literacy education).

1. When did this library/Resource Center first undertake literacy education activities?

19_____

2. Which of the following statements most closely describe this library's Resource Center's involvement in literacy education activities? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Provision of Information and Referral Services (I & R) on and to available literacy education programs | 01 |
| Provision of space for literacy education classes | 02 |
| Provision of materials and equipment for literacy education classes | 03 |
| Provision of space for training literacy education tutors or volunteers | 04 |
| Provision of materials and equipment for training literacy education tutors or volunteers | 05 |
| Training library/Resource Center staff in literacy education activities | 06 |
| Training individuals or staff from other college departments, agencies, institutions or community groups in the provision of literacy services | 07 |
| Identification, acquisition and maintenance of materials for remedial readers, new readers or low level readers for use in the library/Resource Center | 08 |

(Continued)

2. (Continued)

Identification of and assistance in maintenance of materials for remedial readers, new readers or low level readers for use in a literacy education program undertaken by a community group, agency or institution...... 09
Identification, acquisition and maintenance of literacy materials for interlibrary loans.............................. 10
Provision of outreach services to populations with needs in literacy education........................................ 11
Provision of outreach services to community agencies or institutions involved in literacy education..................12
Publicizing literacy education activities conducted by the library/Resource Center or by other groups, agencies or institutions in the community..............................13
Other (SPECIFY)________________________________________________
__________________________________________________________________
__________________________________________________________________ 14

2a. In which of the following activities does this library/Resource Center engage to support and enhance reading and writing courses provided in this community college? (CIRCLE ALL THAT APPLY)

Acquisition of materials to supplement college courses.......... 1
Learning labs................................................... 2
Bibliographic instruction seminars.............................. 3
Tutoring services to students provided by library/Resource Center staff or through linkage with tutors.................. 4
Other (SPECIFY)__________________________________________________
__________________________________________________________________ 5

3. (Are/Were) your literacy education activities mostly targeted toward... (CIRCLE ONE ONLY)

Students enrolled in this college............................ 1
Members of the community not enrolled as students in this college............................................ 2
Other (SPECIFY)____________________________________________ 3

4. Which of the following groups/populations are being served by your library's/Resource Center's literacy education activities? (CIRCLE ALL THAT APPLY)

A. Ethnic Composition

Asian or Pacific Islander............... 01
American Indian or Alaskan Native....... 02
Black (not of Hispanic origin).......... 03
White (not of Hispanic origin).......... 04
Hispanic origin......................... 05

B. Bi-lingual: English-speaking as a second language

(SPECIFY GROUP) ________________________ 06

C. Physically or Mentally Handicapped

(SPECIFY HANDICAP) ____________________
_______________________________________ 07

D. Educational level

Community college students.............. 08
Non-students (SPECIFY) ________________
_______________________________________ 09

E. Other populations

Migrants................................ 10
Geographically isolated................. 11
Other (SPECIFY) _______________________
_______________________________________ 12

5. Did your library/Resource Center determine the needs of the student population, the community or special groups in the community for literacy education through...... (CIRCLE ALL THAT APPLY)

A community and/or college analysis (needs assessment)......... 1
Indication of need by college personnel and/or groups
in the community............................................ 2
Awareness of need by communications with other literacy
education providers......................................... 3
Other (SPECIFY) _____________________________________________ 4
Don't know.................................................. 5

6. Are you aware of other groups in your college or community who need literacy education but who are not currently being served by your library/Resource Center or by other community groups, agencies or institutions?

Yes..................................... 1
No...................................... 2

7. Do you have a written policy concerning your library's/Resource Center's involvement in literacy education activities specifying goals and objectives, funding or program activities?

Yes.......................... 1
No........................... 2

8. What are the library's/Resource Center's current educational requirements for librarians involved in literacy education activities? (CIRCLE ALL THAT APPLY) (Librarians are defined as those doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work as distinct from its mechanical or clerical aspect.)

Master of Library Science and experience or training
  in literacy education.................................... 1
Master of Library Science and area of specialization........ 2
Master of Library Science................................... 3
Working toward a Master of Library Science degree........... 4
Bachelor of Library Science................................. 5
Other academic degree (SPECIFY)
6
Other (SPECIFY)
7

8a. Do any of the librarians assigned to literacy education activities have educational training or experience in (CIRCLE ALL THAT APPLY)

Information and Referral (I & R)............................ 1
Audio-visual materials...................................... 2
Adult education............................................. 3
Reading..................................................... 4
English as a Second Language (ESL).......................... 5
Other reading or literacy related areas (SPECIFY)
6

9. What are this library's/Resource Center's educational requirements for library technicians or para-professional staff (but excluding clerical staff) involved in literacy education activities? (CIRCLE ALL THAT APPLY)

An academic degree, not in Library Science................. 1
An academic degree in literacy education................... 2
No formal academic background but previous experience
  in library work.......................................... 3
No formal academic background but previous experience
  in literacy education.................................... 4
On-the-job training only................................... 5
Other (SPECIFY) 6

10. Does this Library/Resource Center provide or arrange for literacy-related training to the .....

| | Yes | No |
|---|---|---|
| Librarians involved in literacy education activities.................................... | 1 | 2 |
| Other professional staff involved in literacy education activities.................. | 1 | 2 |
| Library technicians, para-professional and support staff involved in literacy education activities.......................... | 1 | 2 |
| Unpaid/volunteer staff involved in literacy education activities.......................... | 1 | 2 |

11. How many of your full-time and part-time staff assigned to literacy education activities are:

| | Full-time | Part-time |
|---|---|---|
| Librarians: | ____ | ____ |
| Other professional staff | ____ | ____ |
| Library technicians, para-professional and support staff | ____ | ____ |
| Unpaid/Volunteer staff | ____ | ____ |
| Other (SPECIFY)_____ _________ | | |
| ______________________________ | ____ | ____ |
| Total Staff (FTE) | _____ | |

11a. Approximately how many hours per week do each of the following categories of staff devote to literacy education activities?

| | Hours per Week |
|---|---|
| Librarians........................................ | ____________ |
| Other professional staff......................... | ____________ |
| Library technicians, paraprofessional and support staff......................................... | ____________ |
| Unpaid/Volunteer Staff......................... | ____________ |
| Other (SPECIFY)______________________________ | |
| ________________________________________... | __________ |

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12. Which of the following content/subject areas are covered by your "easy to read" literacy-related materials? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Consumer education | 01 |
| Job information | 02 |
| Basic skills (reading, writing, computing) | 03 |
| Health information | 04 |
| Survival or coping skills | 05 |
| English as a second language(ESL) | 06 |
| Community resources | 07 |
| Humanities(biographies, poetry, fiction, history, etc.) | 08 |
| Government and law | 09 |
| Other (SPECIFY)____________________ | 10 |

13. Which of the following types of non-print/audio-visual materials are used for your library's/Resource Center's literacy education activities? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Films, filmstrips or slides | 01 |
| Sound cassettes (tapes) | 02 |
| Video tape cassettes | 03 |
| Records | 04 |
| Microform | 05 |
| Computer managed instruction packages | 06 |
| Art prints | 07 |
| Talking books | 08 |
| Kits | 09 |
| Other (SPECIFY)____________________ | 10 |

14. Which of the following types of equipment does your library/Resource Center and/or your off-campus/satellite Resource Centers use in literacy education activities? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Projectors | 01 |
| Video tape recorders | 02 |
| Tape recorders | 03 |
| Record players | 04 |
| Microform readers | 05 |
| Computer terminals | 06 |
| Reader printers | 07 |
| Viewers | 08 |
| Other (SPECIFY)____________________ | 09 |

15. Do you consult with the following types of experts for purposes of identification and selection of literacy-related (easy-to-read or remedial remedial) materials and equipment? (CIRCLE ALL THAT APPLY)

Adult Basic Education (ABE experts..............1
State Library Agency personnel..................2
Other experts in literacy (SPECIFY)__________
______________________________________...3

16. What procedures do you use to familiarize low level readers with your "easy-to-read or remedial" literacy-related materials?

## VI. COOPERATIVE LITERACY ACTIVITIES

1. Are your literacy education activities or program entirely supported and administered by your library/Resource Center without any assistance in staff or funds from other departments in your community college, other groups, agencies or institutions in the community?

Yes (SKIP to Section VII, Question 1)............. 1
No............................................. 2

2. Are your literacy education program activities coordinated with any of the following? (CIRCLE ALL THAT APPLY)

College department(s) (LIST)______________________ 1
Literacy volunteers associations such as LVA or Laubach (LIST)______________________ 2
Federally funded programs such as Right to Read, Adult Basic Education or CETA (LIST)______________________ 3
Ethnic or bi-lingual (English as a second language speaking) community groups (LIST)______________________ 4
State or local public agencies (LIST)______________________
______________________________________ 5
Education agencies (LIST ELEMENTARY/SECONDARY, POST-SECONDARY, ADULT LEVEL)______________________
______________________________________ 6
State or local institutions (e.g., prisons, hospitals, senior centers, residential schools for the handicapped persons) (LIST)______________________ 7
Public libraries______________________ 8
Other (SPECIFY)______________________
______________________________________ 9

2a. With how many college departments, groups, agencies, or institutions do you cooperate?

__________________

3. How long has this library/Resource Center been involved in the cooperative literacy program?

__________Years
__________Months

4. Who initiated this cooperative literacy program?

Library/Resource Center initiated........................ 1
College initiated........................................ 2
Community group, agency or institution initiated
  (SKIP TO Question 4b.)................................. 3
Other (SPECIFY)______________________________________ 4

4a. (If library/Resource Center initiated cooperative effort)
Why did this library/Resource Center find it necessary to initiate a cooperative literacy effort?

(SKIP TO Question 5.)

4b. (If library/Resource Center did not initiate cooperative effort)
Why did the group, agency or institution ask for your library's/ Resource Center's cooperation?

5. Did this library/Resource Center and/or any of your off-campus/ satellite Resource Centers have a literacy education program prior to this cooperative literacy activity?

| | Yes | No |
|---|---|---|
| This library/Resource Center................ | 1 | 2 |
| Off-campus/satellite Resource Center(s)...... | 1 | 2 |

6. Did any of the cooperating department(s), group(s), agency(ies) or institution(s) have experience in literacy education prior to this cooperative effort?

Yes......................................1
No.......................................2

7. Did your library/Resource Center and any of the cooperating departments/ groups/agencies/institutions develop a written plan for the cooperative literacy effort?

Yes........................................1
No (SKIP TO QUESTION 8)....................2

7a. (If yes)
With how many of the cooperating departments/agencies/groups/ institutions do you have such a plan?

7b. (Does the plan/do these plans) specify the following:

| | Yes | No |
|---|---|---|
| Responsibilities of each participant | 1 | 2 |
| Funding sources | 1 | 2 |
| Program activities | 1 | 2 |
| Populations/groups to be served | 1 | 2 |
| Methods of coordination | 1 | 2 |
| Methods for problem resolution | 1 | 2 |

8. Which of the following cooperative literacy program activities are provided by the participating agency(ies) or group(s)?

Client/student identification.............01
Client/student intake.....................02
Tutor training............................03
Tutoring clients..........................04
Identification and selection of materials.05
Purchase of materials.....................06
Provision of space for training...........07
Provision of materials....................08
Provision of space for tutoring...........09
Provision of equipment....................10
Administration of clients tests...........11
Provision of client support services
(i.e., I&R, reference services, etc.)...12
Coordination of cooperative activities....13
Other (SPECIFY)______________________
_________________________________..14

9. In general, how do representatives of the various coordinating agencies exchange information and plan for the delivery of literacy services? (CIRCLE ALL THAT APPLY)

Formal meetings scheduled periodically.......1
Formal meetings on an as needed basis........2
Informal contact on an as needed basis.......3
Other (SPECIFY)______________________
_________________________________...4

9a. How frequently do you communicate, in meetings or otherwise, with the participating agency(ies) or group(s)?

______________________________

10. In general, do the cooperating agencies and groups determine policies and make decisions by...(CIRCLE ONE ONLY)

Consensus....................................1
Majority vote................................2
Other (SPECIFY) ______________________...3

11. Does the library/Resource Center representative responsible for the cooperative literacy effort have the authority to participate in policy development and decision making related to the cooperative literacy effort...(CIRCLE ONE ONLY)

Independently of the library's/Resource
    Center's administrative body............1
With the approval of the library's/
    Resource Center's Director..............2
With the approval of the library/Resource
    Center officials (SPECIFY)
    ______________________________________...3
Other (SPECIFY)
    ______________________________________...4

12. What is the total annual budget for Fiscal Year 1980 of the cooperative literacy program?

$______________

12a. Approximately what portion of this budget, in dollars, has been contributed by the library and by the participating agencies or groups?

Library.................................$________

Participating agency(ies)/groups............$________

13. Have any of the cooperating agencies or groups experienced significant difficulties in the coordination and/or administration of the cooperative literacy program?

Yes..........................................1
No(SKIP TO QUESTION 14)......................2

13a. Were these difficulties due to any of the following? (CIRCLE ALL THAT APPLY)

Difficulty in obtaining funds for
    literacy education.................1
Difficulty in obtaining administrative
    or official approval for cooperative literacy activities...........2
Unavailability of staff for participation
    in the cooperative literacy effort 3
Decrease in agency's interest in the
    cooperative literacy effort.......4
Lack of knowledge or expertise in
    literacy training.................5
Other (SPECIFY)____________________..6

13b. Did these difficulties result from any of the following agency cooperation problems? (CIRCLE ALL THAT APPLY)

Differences between agencies' policies and priorities......................1
Legal or administrative barriers to the transfer of funds for cooperative literacy activities...........2
Lack of staff time committed to the planning and coordination of the cooperative literacy activities....3
Lack of knowledge or expertise in literacy training..................4
Perceived threat to agency autonomy.....5
Other (SPECIFY)____________________...6

14. Has the cooperative literacy program been evaluated in terms of goals or objectives attainment?

Yes.........................................1
No ..........................................2

## VII. FEDERAL AND STATE INVOLVEMENT IN LIBRARIES'/RESOURCE CENTERS' ROLE IN LITERACY

1. Has your library/Resource Center or any of your off-campus/satellite Resource Centers ever requested information from the federal government or from state agencies on the availability of federal or state funds for literacy programs in libraries?

Yes.........................................1
No (SKIP TO Question 2).....................2

1a. (If requested information)
From which federal or state agencies did you request such information?

2. Has your library/Resource Center or any of your off-campus/satellite Resource Centers ever requested assistance from the State Library Agency in preparing grant applications or plans for literacy education activities?

Yes.........................................1
No .........................................2

3. Is your State Education Agency or State Library Agency aware of literacy education activities:

| | Yes | No |
|---|---|---|
| State Education Agency................ | 1 | 2 |
| State Library Agency.................. | 1 | 2 |

4. Are you aware of any legislation which has a significant effect on your library's/Resource Center's efforts to provide literacy education activities?

Yes.....................................1
No......................................2

## VIII. LITERACY BUDGET AND FUNDING SOURCES

1. Approximately, what portion, in dollars, of your library's/Resource Center's 1980 budget is allocated to literacy education activities?

$ __________

2. Approximately, what portion, in dollars, of your library's/Resource has come from....

Federal funds............................. $ ________
State funds............................... $ ________
Local funds (tax and non-tax)............. $ ________
Other sources (SPECIFY ____________________ $ ________

3. Approximately, what portion in dollars of your 1980 literacy budget is expended on:

Salaries.................................. $ ________
Acquisition of materials and equipment.... $ ________
Processing and organization............... $ ________
Publicity of services..................... $ ________
Other..................................... $ ________

4. Overall, have there been any increases or decreases in this library's/Resource Center's literacy budget since the establishment of your literacy program, taking inflation into account?

Increases in budget....................... 1
Decreases in budget....................... 2
Budget stayed the same.................... 3

5. Approximately, what proportion of your literacy program start-up funds came from your federal sources?

____________ %

6. For how many years since the establishment of your literacy program have you had federal funds to support your literacy activities?

____________ years

7. On the average, what proportion of your literacy funds have come from the following sources since the establishment of your literacy program?

Federal funds.................................. ________%
State funds .................................... ________%
Local funds (tax and non-tax) ................. ________%
Other ______________________________________ ________%

8. Did changes in your literacy funding sources over time reflect any of the following? (CIRCLE ALL THAT APPLY)

Discontinuation of funding ..................... 1
Availability of new funding sources ........... 2
Changes in literacy activities (SPECIFY)
______________________________________
______________________________________ .. 3

Changes in population participating in the literacy programs (SPECIFY) ____________
______________________________________ .. 4

Other (SPECIFY) ______________________
______________________________________ .. 5

## IX. PROBLEMS OR DIFFICULTIES IN LIBRARY'S/RESOURCE CENTER'S INVOLVEMENT IN LITERACY

1. Which of the following represent major difficulties that your library/ Resource Center has tried to overcome in providing literacy education services? (CIRCLE ALL THAT APPLY)

Difficulty in generating literacy program start-up funds.................................. 1
Difficulty in obtaining literacy program continuation funds............................. 2
Difficulty in obtaining college support............. 3
Difficulty in identifying and recruiting students for the literacy program............... 4
Difficulty in identifying and securing services of trained tutors....................... 5
Lack of autonomy in policy making with regard to literacy education activities......... 6
Difficulty in defining the library's/ Resource Center's role in providing literacy education services..................... 7
Other (SPECIFY) ______________________________
______________________________________________ 8

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Question NO.:
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OE 708

# SURVEY OF LIBRARIES' ACTIVITIES IN LITERACY

## STATE INSTITUTIONAL LIBRARY QUESTIONNAIRE

Although this study is authorized by law (P.L. 83-329, Title II-B) you are not required to respond. However, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. This survey is being sponsored by the Office of Libraries and Learning Technologies (OLLT) and conducted by CRC Education and Human Development, Inc.

Please note; for the purpose of this study literacy education activities are defined as any instructional, informational and other activities directed toward increasing the writing, reading and computational skills of children, youth, and adults.

## I. LIBRARY CHARACTERISTICS

1. In what year was this library founded?

   ________

2. Is this library located in an (CIRCLE ONE ONLY)

   Urban area....................1
   Suburban area.................2
   Rural area....................3

3. Which one of the following most closely represents the size of the population this library serves? (CIRCLE ONE ONLY)

   Fewer than 50.................1
   50 - 99.......................2
   100 - 199.....................3
   200 - 499.....................4
   500 - 1,000...................5
   Over 1,000....................6

4. Does this library serve...(CIRCLE ALL THAT APPLY)

   Institutional residents only.................1
   Institutional staff..........................2
   Other persons (Specify)____________________
   ________ ______________________________...3

5. Please describe the characteristics of the people served by this institution in terms of...

   a. Educational level. Do most (over 50%) of the individuals your institution serves have...(CIRCLE ALL THAT APPLY)

      Eight or fewer years of education........1
      Nine to 11 years of education............2
      Twelve years of school or high school
        graduates..............................3
      Thirteen to 15 years of education........4
      Sixteen or more years of education.......5

b. Age. Are the persons served by your institution...(CIRCLE ALL THAT APPLY)

Twelve years old and younger.........1
Thirteen to 18 years old............2
Nineteen to 35 years old............3
Over 35 years old...................4

c. Ethnic composition. Are the persons served by your institution... (CIRCLE ALL THAT APPLY)

Asian or Pacific Islander...........1
American Indian or Alaskan Native....2
Black (not of Hispanic origin).......3
White (not of Hispanic origin).......4
Hispanic origin......................5
Speak English as a second language...6

6. Does your library serve...(CIRCLE ALL THAT APPLY)

Children (3-12 years old)...............1
Youth (13-18 years old).................2
Adults (19 or older)....................3

7. How does your library determine the library-related needs of the people you serve? (CIRCLE ALL THAT APPLY)

A need assessment.....................................1
Indication of need by individuals or
groups served by your library..........................2
Other (Specify)________________________________ 3

8. What are the current educational requirements that this institution has for the hiring of librarians? (Librarians are defined as staff doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work as distinct from its mechanical or clerical aspect.) (CIRCLE ALL THAT APPLY)

Master of Library Science and area of specialization.....1
Master of Library Science...............................2
Working toward a Master of Library Science degree........3
Bachelor of Library Science.............................4
Other academic degree (Specify)_______________________
______________________________________________________.5
Other (Specify)_______________________________________
______________________________________________________.6

8a. Do any of your librarians have educational training or experience in... (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Information and Referral (I & R) | 1 |
| Audio-visual materials | 2 |
| Adult education | 3 |
| Reading | 4 |
| ESL (English as a Second Language) | 5 |
| Other reading or literacy-related areas (Specify) ____ | 6 |
| Bibliotherapy | 7 |
| Special education | 8 |

9. Does your library provide formal or informal in-service training to its staff?

| | |
|---|---|
| Yes | 1 |
| No | 2 |

10. How many of the following types of full-time and part-time staff does your library currently employ?

| | Full-Time | Part-Time |
|---|---|---|
| Librarians: | | |
| General librarians[1] | ____ | ____ |
| Audio-visual and media specialists[2] | ____ | ____ |
| Other professional staff[3] | ____ | ____ |
| Library technicians, para-professional and other support staff[4] | ____ | ____ |
| Unpaid/Volunteer staff | ____ | ____ |
| Other (SPECIFY) ____ | ____ | ____ |

Total Staff (FTE) ____

---

[1] Librarians are defined as those doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work as distinct from its mechanical or clerical aspect.

[2] Audiovisual and Media Specialists are defined as those doing work that requires professional training and skill in audiovisual materials and equipment or educational media as distinct from its mechanical or clerical aspect.

[3] Other Professional Staff are defined as persons who, though not librarians media specialists, or audiovisual specialists, are in postions normally requiring at least a bachelor's degree. This category may include archivists, curators, art historians, statisticians, business managers, editors, etc.

[4] Library Technicians, Paraprofessionals and Support Staff are defined as those persons whose performance is directed toward assisting librarians. These include library pages, library aides, keypunchers, secretaries, etc.

11. Do you agree that a library should act as an educational institution? (CIRCLE ONE ONLY)

Strongly agree................1
Agree........................2
Somewhat agree................3
Disagree.....................4
Strongly disagree.............5

12. Are your Board of Trustees or any of its members interested in or supportive of libraries' involvement in literacy education? (CIRCLE ONE ONLY)

Very interested and supportive........1
Somewhat interested and supportive....2
Neither interested nor supportive.....3
Other (Specify)____________________.4

13. Is this library's Director interested in or supportive of libraries' involvement in literacy education? (CIRCLE ONE ONLY)

Very interested and supportive........1
Somewhat interested and supportive....2
Neither interested nor supportive.....3
Other (Specify)____________________
________________________________________4

## II. FACILITIES, MATERIALS AND EQUIPMENT

1. Does this library belong to a...(CIRCLE ONE ONLY)

State cooperative system of libraries....1
Regional cooperative system of libraries.2
Local cooperative system of libraries....3
None of the above........................4
Other (SPECIFY)____________________
________________________________________..5

2. Approximately, how many volumes does this library have?

________volumes

3. Which of the following types of non-print/audio-visual materials does this library carry? (CIRCLE ALL THAT APPLY)

Films, filmstrips or slides.................. 01
Sound cassettes.............................. 02
Video tape cassettes......................... 03
Records...................................... 04
Microform.................................... 05
Computer managed instruction packages......... 06
Art prints................................... 07
Talking books................................ 08
Kits......................................... 09
Other (Specify)____________________
________________________________________.. 10

4. Which of the following types of equipment does your library carry? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Projectors | 1 |
| Video tape recorders | 2 |
| Tape recorders | 3 |
| Record players | 4 |
| Microform readers | 5 |
| Computer terminals | 6 |
| Reader printers | 7 |
| Viewers | 8 |
| Other (Specify)______________ | 9 |

## III. BUDGET AND FUNDING SOURCES

1. What is your library's annual budget for the 1980 Fiscal Year including any special project funds (grant money, CETA funds or any other soft monies)?

$____________

2. Approximately, how much, in dollars, of your 1980 budget has come from...

Federal funds................$______
State funds..................$______
Local funds (tax and non-tax)$______
Other (Specify)________
________________..$______

3. Approximately, how much of your annual budget is expended in dollars on:

Salaries..........................................$______
Acquisition of materials and equipment................$______
Processing and organization (i.e., storage, cataloging)......................................$______
Publicity of services...................................$______
Other (SPECIFY)____________________
________________________...$______

4. Overall, have there been any increases or decreases in this library's annual budget in the last five years taking inflation into account?

| | |
|---|---|
| Increases in budget | 1 |
| Decreases in budget | 2 |
| Budget stayed the same | 3 |

## IV. BARRIERS AND INCENTIVES TO LIBRARY'S INVOLVEMENT IN LITERACY

1. Does this library currently support, assist or participate formally or informally in any literacy education activities (i.e., instructional, informational and other activities directed toward increasing the reading, writing and computational skills of children, youth and adults)?

   Yes (SKIP TO Q.1b)..............1
   No..............................2

   1a. (If library is currently not involved in literacy education)

   Had this library been previously involved in any literacy education activities?

   Yes.....-.......................1
   No (SKIP TO Q.3a)...............2

   1b. When did this library become involved in literacy education activities?

   19________

   1c. For how long had this library been involved in literacy education activities?

   ________years

2. (Libraries currently or previously involved in literacy education) Which one of the following statements represents the primary reason why your library became involved in literacy education? (CIRCLE ONE ONLY.)

   Access to federal, state and/or local funds to support literacy education activities............1
   Expressed need for literacy education by residents in the institution.............................2
   Availability of library staff interested in literacy education.................................... 3
   Availability of library staff with experience and expertise in literacy edcuation..................4
   Request by other community groups, agencies or institutions for library participation in a cooperative literacy education effort............5
   Library's desire to increase its visibility and role in the institution..........................6
   Library's need to justify current level or increased level of funding...............................7
   Board's interest in or support of library's involvement in literacy education................8
   Other (Specify)________________________________
   ______________________________________________..9

(LIBRARIES WITH CURRENT INVOLVEMENT IN LITERACY, SKIP TO SEC. V)

3. (Libraries with previous--but not current--involvement in literacy education)
Which one of the following statements most accurately describes the primary reason why this library is not currently involved in literacy education activities? (CIRCLE ONE ONLY. RECORD BELOW UNDER "PREVIOUSLY INVOLVED.")

3a. (Libraries which were never involved in literacy education activities)
Which one of the following statements most accurately describes the primary reason why this library has never been involved in literacy education activities? (CIRCLE ONE ONLY. RECORD BELOW UNDER "NEVER INVOLVED.")

| | (3) Previously Involved | (3a) Never Involved |
|---|---|---|
| Lack of library funds for the undertaking of literacy activities........ | 01 | 01 |
| Lack of available library staff to assign to literacy related activities..... | 02 | 02 |
| Library staff has no training or experience in literacy education activities.............................. | 03 | 03 |
| Library unawareness of literacy needs in the institution...................... | 04 | 04 |
| No need or little need for literacy education in the institution...................... | 05 | 05 |
| Literacy education programs have been developed by other departments in the institution, thus, there is no need for direct library involvement in literacy........... | 06 | 06 |
| Lack of institutional support (i.e., unavailability of volunteers, tutors, tutor trainers, etc.) to assist the library in the provision of literacy education services........................ | 07 | 07 |
| Lack of demand for literacy education from institution residents..................... | 08 | 08 |
| Lack of access to institution by volunteers, tutors, etc. ................. | 09 | 09 |
| Lack of Board's interest in or support of library's involvement in literacy education.. | 10 | 10 |

4. Which one of the following conditions would encourage your library to undertake or resume literacy education activities? (CIRCLE ONE ONLY.)

Availability of federal, state, or local funds (both earmarked and not earmarked) for literacy education activities undertaken by libraries...........1
Expressed need for literacy education by residents of the institution.......................................2
Availability of special resources including literacy volunteer tutors, tutor trainers and literacy materials development specialists.............3
Availability of library staff interested in literacy education.......................................4
Availability of library staff knowledgeable about literacy education.......................................5
Accessibility of institutional library to volunteers, tutors, etc..............................................6
Board's interest in or support of literacy education..............................................7
Other (Specify)________________________________
________________________________..8

(END OF QUESTIONNAIRE FOR LIBRARIES WHICH HAVE NEVER BEEN INVOLVED IN LITERACY EDUCATION)

## V. LIBRARY'S ACTIVITIES IN LITERACY EDUCATION (CURRENT AND PREVIOUS)

(This section should be completed by libraries which are currently involved in literacy education as well as by libraries which were previously, but are not currently involved in literacy education).

1. Which of the following statements most closely describe this library's (current or previous) formal or informal involvement in literacy education activities? (CIRCLE ALL THAT APPLY)

Provision of Information and Referral services (I & R) on and to available literacy education programs...........01
Provision of space for literacy education classes...........02
Provision of materials and equipment for literacy education classes....-..............................................03
Provision of space for training literacy education tutors or volunteers....................................04
Provision of materials and equipment for training literacy education tutors or volunteers............................05
Training library staff in literacy education activities.....06
Training individuals or staff from other agencies, institutions or community groups in the provision of literacy services............................................07
Identification, acquisition and maintenance of materials for new readers or low level readers for use in the library.................................................08

Identification, acquisition and maintenance of literacy materials for interlibrary loans..........................09
Provision of outreach services to individuals or groups in the institution with needs in literacy education.......10
Publicizing literacy education activities conducted by the library or by other providers in the institution or in the community.............................................11
Provision of one-on-one private tutorial sessions...........12
Other (Specify)________________________________________
________________________________________________________...13

2. Are/Were your literacy education activities mostly targeted toward... (CIRCLE ONE ONLY)

Children (3-12 years old)...................1
Youth (13-18 years old).....................2
Adults (19-64)..............................3
65 or older.................................4
Children and Youth..........................5
Other combination (SPECIFY)________________6
___________________________________________

3. Which of the following persons or groups are being served by your library's literacy education activities? (CIRCLE ALL THAT APPLY)

A. Ethnic composition:

Asian or Pacific Islander..................01
American Indian or Alaskan Native..........02
Black (not of Hispanic origin).............03
White (not of Hispanic origin).............04
Hispanic origin............................05

B. Bi-lingual; English Speaking as a Second Language. (SPECIFY GROUP)________________
_____________________________________________06

C. Physically or mentally handicapped (SPECIFY HANDICAP)______________________________
_____________________________________________.07

D. Educational level (SPECIFY LEVEL)__________
_____________________________________________.08

E. Other populations:
Migrants...................................09
Geographically isolated ...................10
Other (SPECIFY)____________________________
___________________________________________..11

4. Did your library determine the needs of the institution's residents for literacy education through...(CIRCLE ALL THAT APPLY)

An institutional analysis (needs assessment).......1
Indication of need by particular individuals or groups in the institution........................2
Awareness of need by communications with other literacy education providers.....................3
Other (SPECIFY)________________________________...4
Don't know.........................................5

5. Are you aware of other individuals or groups in your institution who need literacy education but who are not currently being served by your library or by other community groups, agencies or institutions?

Yes...................1
No....................2

6. Do you have a written policy concerning your library's involvement in literacy education activities specifying goals and objectives, funding and program activities?

Yes...................1
No....................2

7. What are this library's current educationl requirements for librarians involved in literacy education activities? (CIRCLE ALL THAT APPLY.)

(Librarians are defined as those doing work that requires professional training and skill in the theoretical and/or scientific aspect of library work as distinct from its mechanical or clerical aspect.)

Master of Library Science and experience or training in literacy education..........................1
Master of Library Science and area of specialization......2
Master of Library Science................................3
Working toward a Master of Library Science degree.........4
Bachelor of Library Science..............................5
Other academic degree (SPECIFY)____________________...6
Other (SPECIFY)________________________________...7

7a. Do any of the library staff assigned to literacy education activities have educational training or experience in... (CIRCLE ALL THAT APPLY)

Information and Referral (I & R).........................1
Audio-visual materials...................................2
Adult education..........................................3
Reading..................................................4
ESL (English as a Second Language).......................5
Other reading or literacy-related areas (SPECIFY)______ ___________________________________________...6
Bibliotherapy............................................7
Special education........ ...............................8

8. What are this library's educational requirements for Library Technicians and Para-Professional staff (but excluding clerical staff) involved in literacy education activities? (CIRCLE ALL THAT APPLY.)

An academic degree, not in Library Science................1
An academic degree in literacy education..................2
No formal academic background but previous experience in library work..............................3
No formal academic background but previous experience in literacy education.........................4
On-the-job training only..................................5
Other (SPECIFY)________________________________________...6

9. Does this library provide or arrange for literacy-related training to the...

| | Yes | No |
|---|---|---|
| Librarians involved in literacy education activities | 1 | 2 |
| Library technicians or para-professional staff involved in literacy education activities | 1 | 2 |
| Unpaid/volunteer staff involved in literacy education activities | 1 | 2 |
| Staff who are residents of the institution | 1 | 2 |

10. How many of your full-time and part-time staff assigned to literacy education activities are:

| | Full Time | Part Time |
|---|---|---|
| Librarians | ____ | ____ |
| Other professional staff | ____ | ____ |
| Library technicians, para-professional and other support staff | ____ | ____ |
| Unpaid/volunteer staff | ____ | ____ |
| Staff who are residents of the institution | ____ | ____ |
| Total number of staff (FTE) | ____ | |

10a. Approximately how many hours per week do each of the following categories of staff devote to literacy education activities?

| | Hours per week |
|---|---|
| Librarian | ____________ |
| Other professional staff | ____________ |
| Library technicians, para-professional and other support staff | ____________ |
| Unpaid/volunteer staff | ____________ |
| Staff who are residents of the institution | ____________ |

12. Which of the following types of non-print/audio-visual materials are used for your library's literacy education activities? (CIRCLE ALL THAT APPLY.)

Films, filmstrips and slides................01
Sound Cassettes.............................02
Video tape cassettes........................03
Records.....................................04
Microform...................................05
Computer managed instruction packages......06
Art prints..................................07
Talking books...............................08
Kits........................................09
Other (SPECIFY)______________________..10

13. Which of the following types of equipment does your library use in literacy education activities? (CIRCLE ALL THAT APPLY.)

Projectors...............................1
Video tape recorders.....................2
Tape recorders...........................3
Record players...........................4
Microform readers........................5
Computer terminals.......................6
Reader printers..........................7
Viewers..................................8
Other (SPECIFY)____________________...9

14. Do you consult with the following types of experts for purposes of identification and selection of literacy-related materials and equipment? (CIRCLE ALL THAT APPLY.)

Adult Basic Education (ABE) experts............1
State Library Agency Personnel.................2
Other experts in literacy (SPECIFY)
____________________________________..3

15. What procedures do you use to familiarize low level readers with your literacy-related materials?

## VI. COOPERATIVE LITERACY ACTIVITIES

1. Are your literacy education activities or program entirely supported and administered by your library without any assistance in staff or funds from other divisions in your institution, other groups, agencies or institutions in the community?

Yes (SKIP TO SECTION VII, Q 1).....1
No.................................2

2. Are your literacy education program activities coordinated with any of the following? (CIRCLE ALL THAT APPLY)

Literacy volunteers association such as LVA or Laubach (LIST)________________...1
Federally funded programs such as Right to Read, Adult Basic Education or CETA (LIST)________________...2
Ethnic or bi-lingual (English speaking as a second language (ESL) groups) (LIST)________________...3
State or local public agencies (LIST)________________...4
Education agencies (LIST ELEMENTARY/SECONDARY/POST-SECONDARY/ADULT LEVEL)________________...5
State or local institutions (e.g. prisons, hospitals, senior centers, residential schools for the handicapped) (LIST)________________...6
Other divisions in the institution.........................7
Other (SPECIFY)________________...8

2a. With how many groups, agencies or institutions do you cooperate?

________________

3. How long has this library been involved in the cooperate literacy program?

______years
______months

4. Who initiated this cooperative literacy program?

Library initiated.................1
Institution initiated.............2
Community group, agency or other institution initiated (SKIP TO Q. 4b).................3
Other (SPECIFY)________________...4

4a. (If library initiated cooperative effort)
Why did this library find it necessary to initiate a cooperative literacy effort?

(SKIP TO Q. 5)

4b. (If library did not initiate cooperative effort)
Why did this institution or another group, agency or institution ask for your library's cooperation?

5. Did this library have a literacy education program prior to this cooperative literacy activity?

Yes............1
No.............2

6. Did any of the cooperating divisions within this institution or an outside group, agency or institution have experience in literacy education prior to this cooperative effort?

Yes............1
No.............2

7. Did your library and any of the cooperating divisions within this institution or the outside group/agency/institution develop a written plan for the cooperative literacy effort?

Yes........................1
No (SKIP TO Q. 8)..........2

7a. With how many of the cooperating divisions, groups or agencies do you have such plans?

____________________

7b. (Does the plan/do these plans) specify the following:

| | Yes | No |
|---|---|---|
| Responsibilities of each participant......... | 1 | 2 |
| Funding sources............................ | 1 | 2 |
| Populations/groups to be served.............. | 1 | 2 |
| Methods of coordination...................... | 1 | 2 |
| Methods for problem resolution............... | 1 | 2 |

8. Which of the following cooperative literacy program activities are provided by the participating agency(ies) or group(s) or division(s)?

| | |
|---|---|
| Client/patron identification.............. | 01 |
| Client/patron intake...................... | 02 |
| Tutor training............................ | 03 |
| Identification and selection of materials. | 04 |
| Purchase of materials..................... | 05 |
| Provision of space for training tutors.... | 06 |
| Provision of space for tutoring........... | 07 |
| Provision of materials.................... | 08 |
| Provision of equipment.................... | 09 |
| Administration of client tests............ | 10 |
| Provision of client support services (i.e. I&R, reference services, etc.).. | 11 |
| Coordination of cooperative activities.... | 12 |
| Other (SPECIFY)____________________... | 13 |

9. How do representatives of the various coordinating agencies exchange information and plan for the delivery of literacy services? (CIRCLE ALL THAT APPLY)

Formal meetings scheduled periodically.............1
Formal meetings on an as needed basis..............2
Informal contact on an as needed basis.............3
Other (SPECIFY)____________________ ________
____________________________________...4

9a. How frequently do you communicate, in meetings or otherwise, with the participating agency(ies) or group(s)?

____________________

10. In general, do the cooperating divisions within this institution or the outside agencies and groups determine policies and make decisions by...(CIRCLE ONE ONLY)

Consensus.....................................1
Majority vote.................................2
Other (SPECIFY)________________________...3

11. Does the library representative responsible for the cooperative literacy effort have the authority to participate in policy development and decision-making related to the cooperative literacy effort... (CIRCLE ONE ONLY)

Independently of the library's adminsitrative body............1
With the approval of the library's Director..................2
With the approval of the institution.........................3
With the approval of other library officals (SPECIFY)__________
________________________________________________...4
Other (SPECIFY)________________________________________...5

12. What is the total annual budget for Fiscal Year 1980 of the cooperative literacy program?

$__________

12a. Approximately, what portion, of this budget, in dollars, has been contributed by the participating divisions, agencies or groups?

Library.............................$________
Cooperating agency(ies)/group(s).....$________

13. Have any of the cooperating divisions, agencies or groups experienced significant difficulties in the coordination and/or administration of the cooperative literacy program?

Yes........................1
No (SKIP TO Q. 14)........2

13a. (If yes)
Did these difficulties result from any of the following problems within the participating divisions, agency or group affecting its ability to participate in the cooperative effort? (CIRCLE ALL THAT APPLY)

Difficulty in obtaining funds for literacy education........1
Difficulty in obtaining administrative or offical
    approval for cooperative literacy activities............2
Unavailability of staff for participation in the
    cooperative literacy effort.............................3
Limited access to the library...............................4
Decrease in agency's interest in the
    cooperative literacy effort.............................5
Lack of knowledge or expertise in literacy
    training................................................6
Other (SPECIFY)________________________________________...7

13b. Did these difficulties result from any of the following agency cooperation problems? (CIRCLE ALL THAT APPLY)

Difference between divisions', agencies' or groups' policies and priorities....................................1
Legal or administrative barriers to the transfer of funds for cooperative literacy activities.....2
Lack of staff time committed to the planning and coordination of the cooperative literacy activities....................................3
Lack of knowledge or expertise in literacy training......................................4
Perceived threat to agency autonomy..................5
Other (SPECIFY)________________________________.....6

14. Has the cooperative literacy program been evaluated in terms of goals' or objectives' attainment?

Yes...........................1
No ...........................2

VII. FEDERAL AND STATE INVOLVEMENT IN LIBRARIES' ROLE IN LITERACY

1. Has your library ever requested information from the federal government or from state agencies on the availability of federal or state funds for literacy programs in libraries?

Yes.......................1
No (SKIP TO Q. 2) .........2

1a. (If requested information)

From which federal or state agencies did you request such information?

2. Has your library ever requested assistance from the State Library Agency in preparing grant applications on plans for literacy education activities.

Yes.........................1
No..........................2

3. Is your State Library Agency aware of your literacy education activities?

Yes.........................1
No..........................2

4. Are you aware of any federal or state legislation which has a significant effect on your library's efforts to provide literacy education activities?

| | |
|---|---|
| Yes | 1 |
| No | 2 |

## VIII. LITERACY BUDGET AND FUNDING SOURCES

1. Approximately, what portion, in dollars, of your library's 1980 budget is allocated to literacy education activities?

$______

2. Approximately, what portion, in dollars, of your 1980 literacy budget has come from:

| | |
|---|---|
| Federal funds | $______ |
| State funds | $______ |
| Local funds (tax and non-tax) | $______ |
| Institutional funds | $______ |
| Other sources (SPECIFY) ______ | $______ |

3. Approximately, what portion, in dollars, of your 1980 literacy budget is expended on:

| | |
|---|---|
| Salaries | $______ |
| Acquisition of materials and equipment | $______ |
| Other | $______ |

4. Overall, have there been any increases or decreases in this library's literacy budget since the establishment of your literacy program, taking inflation into account?

| | |
|---|---|
| Increases in budget | 1 |
| Decreases in budget | 2 |
| Budget stayed the same | 3 |

5. For how many years since the establishment of your literacy program have you had federal funds to support your literacy activities?

______ years

6. Approximately, what proportion of your literacy program start-up funds came from federal sources?

______ %

7. On the average, what proportion of your literacy funds have come from the following sources since the establishment of your literacy program?

Federal funds.................... ____%
State funds...................... ____%
Local funds (tax and non-tax).... ____%
Institutional funds.............. ____%

8. Did changes in your literacy funding sources over time reflect any of the following? (CIRCLE ALL THAT APPLY)

Discontinuation of funding...............1
Availability of new funding sources......2
Changes in literacy activities (SPECIFY)____________..3
Changes in characteristics of persons participating in the literacy program (SPECIFY)____________ ____________..4
Other (SPECIFY)____________ ____________..5

## IX. PROBLEMS OR DIFFICULTIES IN LIBRARY'S INVOLVEMENT IN LITERACY

1. Which of the following represent major difficulties that your library has tried to overcome in providing literacy education services? (CIRCLE ALL THAT APPLY)

Difficulty in generating literacy program start-up funds..........1
Difficulty in obtaining literacy program continuation funds.......2
Difficulty in obtaining institution's support.....................3
Difficulty in identifying and securing services of trained tutors.....4
Lack of autonomy in policy-making with regard to literacy education activities.....5
Difficulty in defining the library's role in providing literacy education services.....6
Accessibility of library to outside sources.......................7
Other (SPECIFY)____________....8

2. Which of the following aspects of your literacy program have been affected by these difficulties? (CIRCLE ALL THAT APPLY)

Availability of staff.............................1
Program funding or contributions..................2
Aquisition of materials and/or equipment..........3
Availability of facilities or space...............4
Provison of in-service training for staff.........5
Cooperation with other agencies in the community or state.....6
Other (SPECIFY)____________ ____________....7

THANK YOU

FOR OFFICE USE ONLY
Question no.: ____________
FEDAC No.: S172
Expiration Date: March 1981
OE 708

# SURVEY OF LIBRARIES' ACTIVITIES IN LITERACY

## NON-PROFIT AGENCY QUESTIONNAIRE

Although this study is authorized by law (P.L. 83-329, Title II-B) you are not required to respond. However, your cooperation is needed to make the results of the survey comprehensive, accurate and timely. This survey is being sponsored by the Office of Libraries and Learning Technologies (OLLT) and conducted by CRC Education and Human Development, Inc.

Please note: for the purpose of this study literacy education activities are defined as any instructional, informational and other activities directed toward increasing the writing, reading and computational skills of children, youth, and adults.

## I. AGENCY CHARACTERISTICS

1. What type of agency are you?

Public agency..................................1
Private agency.................................2
Other (SPECIFY)______________________________.3

2. What are your agency's primary service purposes? (CIRCLE ALL THAT APPLY)

Employment.....................................1
Social services, including health ...........2
Welfare........................................3
Advocacy.......................................4
Legal..........................................5
Other (SPECIFY)______________________________.6

3. In what year was your agency founded?

__________

4. Is your agency located in an (CIRCLE ONE ONLY)

Urban area.....................................1
Suburban area..................................2
Rural area.....................................3

5. Please describe your agency's clientele in terms of age, educational level, income level, ethnic origin, English speaking ability and mental or physical handicap.

6. What is your agency's annual budget for the 1980 Fiscal Year?
$__________________

7. Approximately what portion of your 1980 budget, in dollars, has come from...

Federal Funds.....................................$________
State Funds.......................................$________
Local Funds (tax and non-tax).....................$________
Other Sources (SPECIFY)_________________________.$________

## II. BARRIERS AND INCENTIVES TO AGENCY INVOLVEMENT IN LITERACY

1. Does your agency currently support, assist or participate in any literacy education activities (i.e., instructional, informational and other activities directed towards the promotion of improved reading, writing and computational skills of children, youth, and adults through direct services, counselling or referral)?

Yes (SKIP TO Question 1b)....................1
No.........................................2

1a. Had your agency been previously involved in any literacy activities?

Yes................................... 1
NO (END OF QUESTIONNAIRE FOR NON-PROFIT AGENCIES WHICH HAVE NEVER BEEN INVOLVED IN LITERACY)..2

1b. When did your agency become involved in literacy education activities?

______________

1c. For how long has your agency been involved in literacy education activities?

__________ years

2. (Agencies currently or previously involved in literacy education.)

Which one of the following statements represents the primary reason why your agency became involved in literacy education? (CIRCLE ONE ONLY.)

Access to federal, state and/or local funds to support literacy education activities............01
Expressed need for literacy education by local community groups, agencies or institutions.......02
Availability of staff interested in literacy education......................................03
Availability of staff with experience and expertise in literacy education..................04
Request by other community groups, agencies or institutions for agency participation in a cooperative literacy education effort............05
Agency's desire to increase its visibility and role in the community..........................06
Agency's need to justify current level or increased level of funding......................07
Expanded agency mandate to undertake literacy activities.....................................08
Staff awareness of clients' literacy education needs.........................................09
Other (SPECIFY) ______________________________
______________________________________........10

(AGENCIES WITH CURRENT INVOLVEMENT IN LITERACY EDUCATION, SKIP TO SECTION III, QUESTION 1)

3. (Agencies with previous--but not current--involvement in literacy education)

Which one of the following statements most accurately describes the primary reason why your agency is not currently involved in literacy education activities? (CIRCLE ONE ONLY.)

Lack of funds for the undertaking of literacy activities........................................ 01
Lack of available staff to assign to literacy related activities................................ 02
Agency staff has no training or experience in literacy education activities.................. 03
Unawareness of literacy needs of the agency's target group (i.e., the people the agency serves.)........................................ 04
Lack of agency mandate to undertake literacy activities........................................ 05
No need or little need for literacy education of the agency's target group....................06
Literacy education programs have been developed by other agencies or institutions in the community, thus there is no need for direct agency involvement in literacy.................. 07
Lack of community support (i.e., unavailability of volunteers, tutors, tutor trainers, etc.) to assist the agency in the provision of literacy education services......................08
Lack of demand for literacy education from the agency's target group members...................09
Other (SPECIFY) ______________________________ 10

4. Which one of the following conditions would encourage your agency to undertake or resume literacy education activities? (CIRCLE ONE ONLY.)

Availability of federal, state or local funds (earmarked or not earmarked) for literacy education activities.............................1
Expressed need for literacy education by local community groups, agencies or institutions.......2
Availability of special resources including literacy volunteer tutors, tutor trainers, and literacy materials development specialists...3
Availability of staff interested in literacy education........................................4
Availability of staff knowledgeable about literacy education.............................5
Staff awareness of clients' literacy education needs...........................................6
Expanded agency mandate to undertake literacy activities........................................7
Other (SPECIFY) ______________________________
______________________________......8

## III. AGENCY'S ACTIVITIES IN LITERACY EDUCATION: CURRENT AND PREVIOUS

(This section should be completed by agencies which are currently involved in literacy education as well as by agencies which were previously, but are not currently, involved in literacy education.)

1. Which of the following statements most closely describe your agency's involvement in literacy education activities? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Provision of Information and Referral services (I&R) on and to available literacy education programs | 01 |
| Provision of space for literacy education classes | 02 |
| Provision of materials and equipment for literacy education classes | 03 |
| Provision of space for training literacy education tutors or volunteers | 04 |
| Provision of materials and equipment for training literacy education tutors or volunteers | 05 |
| Training agency staff in literacy education activities | 06 |
| Training individuals or staff from other agencies, institutions or community groups in the provision of literacy services | 07 |
| Counselling clients enrolled in the literacy education program | 08 |
| Provision of outreach services to populations with needs in literacy education | 09 |
| Provision of outreach services to other community agencies or institutions involved in literacy education | 10 |
| Publicizing literacy education activities conducted by other groups, agencies or institutions in the community | 11 |
| Other (SPECIFY) ________________________________ | 12 |

2. (Are/Were) your literacy education activities mostly targeted toward... (CIRCLE ONE ONLY)

| | |
|---|---|
| Children (3-12 years old) | 1 |
| Youth (13-18 years old) | 2 |
| Adults (19 or older) | 3 |
| Children and Youth | 4 |
| Other combination (SPECIFY) ____________________ | 5 |
| Agencies or institutions serving the needs of one or more of the above populations | 6 |

3. Which of the following groups/populations are being served by your agency's literacy education activities? (CIRCLE ALL THAT APPLY)

A. Ethnic Composition

Asian or Pacific Islander..............................1
American Indian or Alaskan Native......................2
Black (not of Hispanic origin).........................3
White (not of Hispanic origin).........................4
Hispanic origin........................................5

B. English-speaking as a second language

(SPECIFY GROUP)________________________________________6

C. Physically or Mentally Handicapped

(SPECIFY HANDICAP)_____________________________________
_______________________________________________________7

D. Education level

(SPECIFY LEVEL)__________________ _____________________
_______________________________________________________8

E. Other populations

Migrants...............................................9
Geographically isolated...............................10
Other (SPECIFY)________________________________________
______________________________________________________11

4. How does your agency determine the literacy related needs of the people you serve? (CIRCLE ALL THAT APPLY)

A client analysis (needs assessment)...................1
Indication of need by particular groups or
individuals served by your agency......................2
Awareness of need by communications with
other literacy education providers.....................3
Other (SPECIFY) _______________________________________
_______________________________________________________
_______________________________________________________...4
Don't know.............................................5

5. Are you aware of other groups served by your agency who need literacy education but who are not currently being served by your agency's program or by other community groups, agencies or institutions?

Yes....................................................1
No.....................................................2

6. Do you have a written policy concerning your agency's involvement in literacy education activities specifying goals and objectives, funding, or literacy program activities?

Yes..............................................1
No...............................................2

7. How many of the following types of full-time and part-time staff are currently employed by your agency in literacy-related activities?

| | Full-Time | Part-Time |
|---|---|---|
| Professional staff involved in literacy education................ | ________ | ________ |
| Para-professional staff.............. | ________ | ________ |
| Unpaid/Volunteer staff.............. | ________ | ________ |
| FTE.................................... | ______________ | |

8. Please describe the average educational background and type of literacy related experience of these staff.

9. Does your agency provide literacy-related training to the following categories of staff involved in literacy education activities?

| | Yes | No |
|---|---|---|
| Professional Staff........................ | 1 | 2 |
| Para-professional staff.................. | 1 | 2 |
| Unpaid/Volunteer staff.................. | 1 | 2 |

## IV. COOPERATIVE LITERACY ACTIVITIES

1. Are your literacy education program activities coordinated with any of the following institutions, community groups or agencies? (CIRCLE ALL THAT APPLY)

Public library(ies).................................. 01
Public school library(ies).......................... 02
Community college library(ies)...................... 03
State institutional library(ies).................... 04
Literacy volunteers association such as LVA or Laubach (LIST)________________ 05
Federally funded programs such as Right to Read, Adult Basic Education or CETA (LIST)
________________________________________ 06
Ethnic or bi-lingual (English as a second language) community groups (LIST)
________________________________________ 07

State or local public agencies (LIST)
______________________________ 08

Education agencies (LIST ELEMENTARY/SECONDARY, POST-SECONDARY, ADULT LEVEL)
______________________________ 09

State or local institutions (e.g., prisons, hospitals, senior centers, residential schools for handicapped persons)
(LIST) ______________________________ 10

Other (SPECIFY) ______________________________ 11

1a. With how many groups, agencies, libraries or other institutions do you cooperate?

__________

2. For how long has this agency been involved in the cooperative literacy program?

__________Years

__________Months

3. Who initiated this cooperative literacy program?

Agency initiated........................................1
Library initiated (SKIP TO Question 3b)................2
Community group, other agency or institution initiated (SKIP TO Question 3b)................3
Other (SPECIFY) (SKIP TO Question 3b)
______________________________.4

3a. (If agency initiated cooperative effort)
Why did your agency find it necessary to initiate a cooperative literacy effort?

(SKIP TO QUESTION 4)

3b. (If agency did not initiate cooperative effort)
Why did that library, other agency, group or institution ask for your agency's cooperation?

4. Did your agency have a literacy education program prior to this cooperative literacy activity?

Yes................................1
No.................................2

5. Did any of the other cooperating group(s), agency(ies), library(ies), or institution(s) have experience in literacy education prior to this cooperative effort?

Yes.............................1
No..............................2

6. Did your agency and any of the cooperative libraries/groups/agencies/ institutions develop a written plan for the cooperative literacy effort?

Yes.............................1
No (SKIP TO Question 7)...........2

6a. (If Yes)
With how many of the cooperating groups, agencies, libraries or institutions do you have such plans?

________________

6b. (Does this plan/Do these plans) specify the following?:

| | Yes | No |
|---|---|---|
| Responsibilities of each participant...... | 1 | 2 |
| Funding sources.......................... | 1 | 2 |
| Program activities....................... | 1 | 2 |
| Populations/groups to be served.......... | 1 | 2 |
| Methods of coordination.................. | 1 | 2 |
| Methods for problem resolution........... | 1 | 2 |

7. Which of the following cooperative literacy program activities are provided by the participating agency(ies) or group(s)? (CIRCLE ALL THAT APPLY)

Client/Patron identification.............01
Client/Patron intake.....................02
Tutor training...........................03
Tutoring clients.........................04
Identification and selection of
materials.........................05
Purchase of materials....................06
Provision of space for training tutors....07
Provision of materials...................08
Provision of space for tutoring..........09
Provision of equipment...................10
Administration of client tests...........11
Provision of client support services
(i.e., I&R, reference services, etc..12
Coordination of cooperative activities....13
Other (SPECIFY)____________________.14

8. How do representatives of the various coordinating agencies exchange information and plan for the delivery of literacy services? (CIRCLE ALL THAT APPLY)

Formal meetings scheduled periodically................1
Formal meetings on an as needed basis.................2
Informal contact on an as needed basis................3
Other (SPECIFY)____________________________________
____________________________________________.4

8a. How frequently do you communicate, in meetings or otherwise, with the participating library(ies), agency(ies) or group(s)?

____________________

9. In general, do the cooperating libraries, agencies and groups determine policies and make decisions by... (CIRCLE ONE ONLY)

Consensus.............................................1
Majority vote.........................................2
Other (SPECIFY)______________________________.3

10. Does your agency representative responsible for the cooperative literacy effort have the authority to participate in policy development and decision making related to the cooperative literacy effort... (CIRCLE ONE ONLY)

Independently of the agency's administrative body.........................................1
With the approval of the agency's Director............2

With the approval of other agency officials (SPECIFY) ______________________________.3
Other (SPECIFY) ______________________________.4

11. What is the total annual budget for Fiscal Year 1980 of the cooperative literacy program?

$__________

11a. What portion, in dollars, of this budget has been contributed by...

The Library...................................$______
Other participating agency(ies) or group(s).....$______

12. Have any of the cooperating libraries, agencies or groups experienced significant difficulties in the coordination and/or administration of the cooperative literacy program?

| | |
|---|---|
| Yes | 1 |
| No (SKIP TO Question 13) | 2 |

12a. Were these difficulties due to any of the following? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Unavailability of funds for literacy education | 1 |
| Difficulty in obtaining administrative or official approval for cooperative literacy activities | 2 |
| Unavailability of staff for participation in the cooperative literacy effort | 3 |
| Decrease in agency's interest in the cooperative literacy effort | 4 |
| Lack of knowledge or expertise in literacy training | 5 |
| Lack of client interest | 6 |
| Other (SPECIFY)________________________ | 7 |

12b. Did these difficulties result from any of the following agency cooperation problems? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Differences between agencies' policies and priorities | 1 |
| Legal or administrative barriers to the transfer of funds for cooperative literacy activities | 2 |
| Lack of staff time committed to the planning and coordination of the cooperative literacy activities | 3 |
| Other (SPECIFY)________________________<br>________________________________ | 4 |

13. Has the cooperative literacy program been evaluated in terms of the attainment of goals or objectives?

| | |
|---|---|
| Yes | 1 |
| No | 2 |

## V. FEDERAL AND STATE INVOLVEMENT IN AGENCIES' ROLE IN LITERACY

1. Has your agency ever requested information from the federal government or from state agencies on the availability of federal or state funds for literacy programs?

Yes.................................................1
No (SKIP TO QUESTION 2).............................2

1a. (If requested information)
From which federal or state agencies did you request such information?

2. Has your agency ever requested assistance from a state agency in preparing grant applications or plans for literacy education activities?

Yes.................................................1
No..................................................2

3. Are you aware of any legislation which has a signfiicant effect on your agency's efforts to provide or support literacy education activities.

Yes.................................................1
No..................................................2

## VI. LITERACY BUDGET AND FUNDING SOURCES

1. Approximately, what portion, in dollars, of your agency's 1980 budget is allocated to the provision or support or literacy education activities?

$____________

2. Approximately, what portion, in dollars, of your 1980 literacy budget has come from....

Federal funds.................................. $____________
State funds.................................... $____________
Local funds (tax and non-tax).................. $____________
Other sources (SPECIFY)__________________ $____________

3. Approximately, what portion, in dollars, of your 1980 literacy budget is expended on:

Salaries....................................... $____________
Publicity of services.......................... $____________
Other.......................................... $____________

4. Overall, have there been any increases or decreases in your agency's literacy budget since the establishment of your literacy program, taking inflation into account?

| | |
|---|---|
| Increases in budget | 1 |
| Decreases in budget | 2 |
| Budget stayed the same | 3 |

5. Approximately, what proportion of your literacy program start-up funds came from federal sources?

____________%

6. For how many years since the establishment of your literacy program have you had federal funds to support your literacy activities?

__________years

7. On the average, what portion of your literacy funds have come from the following sources since the establishment of your literacy program?

Federal funds.................................. ____________%
State funds.................................... ____________%
Local funds (tax and non-tax).................. ____________%

8. Did changes in your literacy funding sources over time reflect any of the following? (CIRCLE ALL THAT APPLY)

Discontinuation of funding........................................ 1
Availability of new funding sources............................ 2
Changes in literacy activities (SPECIFY)________________________________ 3
Changes in populations participating in the literacy program (SPECIFY)________________________________ 4
Other (SPECIFY)________________________________ 5

## VII. PROBLEMS OR DIFFICULTIES IN AGENCY'S INVOLVEMENT IN LITERACY

1. Which of the following represent major difficulties that your agency has tried to overcome in providing literacy education services? (CIRCLE ALL THAT APPLY)

Difficulty in generating literacy program start-up funds.......................................... 1
Difficulty in obtaining literacy program continuation funds.................................... 2
Difficulty in obtaining community support..................... 3
Difficulty in identifying and securing services of trained tutors............................ 4
Lack of support from the agency's Board..................... 5

Lack of autonomy in policy making with regard to literacy education activities................... 6
Difficulty in defining the agency's role in providing literacy education services.................. 7
Difficulty in securing interagency cooperation.............................................. 8
Other (SPECIFY)________________________________ 9

2. Which of the following aspects of your literacy program have been affected by these difficulties? (CIRCLE ALL THAT APPLY)

Availability of staff............................................. 1
Program funding or contributions.............................. 2
Acquisition of materials and/or equipment.................... 3
Availability of facilities or space............................ 4
Provision of in-service training for staff..................... 5
Cooperation with other agencies in the community or state............................... 6
Other (SPECIFY)________________________________ 7

THANK YOU

FOR OFFICE USE ONLY
Question No.: ______________
State: ______________
FEDAC No.: S172
Expiration Date: March 1981
OE 708

# SURVEY OF LIBRARIES' ACTIVITES IN LITERACY

## STATE LIBRARY AGENCY QUESTIONNAIRE

Although this study is authorized by law (P.L. 83-329, Title II-B), you are not required to respond. However, your cooperation is needed to make the results of the survey comprehensive, accurate and timely. This survey is being sponsored by the Office of Libraries and Learning Technologies (OLLT) and conducted by CRC Education and Human Development, Inc.

Please note: for the purpose of this study, literacy education activities are defined as any instructional, informational and other activities directed toward increasing the reading, writing, and computational skills of children, youth, and adults.

## I. GENERAL INFORMATION

1. Is your State Library Agency . . . (CIRCLE ONE ONLY)

An independent state agency. . . . . . . . . . . . . . . . . . . . 1
Located within the State Education Agency. . . . . . . . . . 2
Located within another state agency (SPECIFY NAME OF AGENCY)

____________________________________________

____________________________________________ 3
Other (SPECIFY)______________________________ 4

2. Which of the following functions does this State Library Agency conduct? (CIRCLE ALL THAT APPLY)

Consultative function (advice to and coordination of libraries) . . . . . . . . . . . . . . . . . . . . . . . . . 1
Conduct function (allocation of federal and state funds to libraries). . . . . . . . . . . . . . . . . . . . . . . . 2
Certification function (licensing and certification of professional personnel). . . . . . . . . . . . . . . . . . 3
Other (SPECIFY)______________________________

____________________________________________ 4

3. Does your State Library Agency coordinate its library planning and program development activities with any other state agencies in your state?

Yes. . . . . . . . . . . . . . . . . . . . . . . . . . . 1
No (SKIP TO Q. 4) . . . . . . . . . . . . . . . . . . . 2

3a. (If yes)
With what other state agencies are activities coordinated? (LIST NAMES OF AGENCIES)

3b. Which of the following activities are coordinated with other state agencies? (CIRCLE ALL THAT APPLY)

Exchange annual reports. . . . . . . . . . . . . . . . . . 1
Do joint budget planning. . . . . . . . . . . . . . . . . . 2
Conduct intensive planning and program evaluation. . . . 3
Other (SPECIFY)____________________________ 4

4. Does your State Library Agency participate in any cooperative activities with State Library Agencies in other states?

| | |
|---|---|
| Yes | 1 |
| No (SKIP TO Q. 5) | 2 |

4a. (If yes)
With what other State Library Agencies does this State Library Agency cooperate? (LIST STATES)

5. Which of the following types of libraries fall within your State Library Agency jurisdiction? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Public libraries | 1 |
| Public school libraries | 2 |
| Community college libraries | 3 |
| State insitution libraries | 4 |

## II. STATE LIBRARY AGENCY FUNCTIONS

1. In addition to the five year state plan required by Titles I and III of the Library Services and Construction Act (LSCA), does your State Library Agency have . . .(CIRCLE ALL THAT APPLY)

| | |
|---|---|
| A formal state plan for the types of libraries within your agency's jurisdiction. . . . . . . . . . . . . . . . . . . | 1 |
| Individual plans for each library in the state within your agency's jurisdiction . . . . . . . . . . . . . . . | 2 |
| Individual plans for some libraries in the state . . <br> (PLEASE DESCRIBE TYPES OF LIBRARIES)________________ | 3 |
| Other (SPECIFY)________________________________ | 4 |
| No plans besides the five year state plan for LSCA. . . . . . . . . . . . . . . . . . . . . . . . . . | 5 |

2. Does your State Library Agency publicize the availability of state and federal program funds to any of the following types of libraries (CIRCLE ALL THAT APPLY)?

| | |
|---|---|
| Public libraries . . . . . . . . . . . . . . . . . . . . . | 1 |
| Public school libraries . . . . . . . . . . . . . . . . | 2 |
| Community college libraries . . . . . . . . . . . . . . | 3 |
| State institutional libraries . . . . . . . . . . . . | 4 |
| None of the above (SKIP TO Q. 3) . . . . . . . . . . . | 5 |

2a. How does your State Library Agency publicize the availability of funds? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Newsletter or mailings . . . . . . . . . . . . . . . . . . | 1 |
| Regularly scheduled meetings with local library staff. | 2 |
| During state or national library conventions . . . . . | 3 |
| Through workshops . . . . . . . . . . . . . . . . . . . . . | 4 |
| Upon request of local libraries. . . . . . . . . . . . . | 5 |
| Use of consultant services from SLA to local libraries . . . . . . . . . . . . . . . . . . . . . . . . | 6 |
| Other (SPECIFY)________________________________ <br> ______________________________________________ | 7 |

3. What services does your State Library Agency most frequently perform for each of the following types of libraries in your state? (CIRCLE ALL THAT APPLY FOR EACH TYPE OF LIBRARY)

| | Public Libraries | Public School Libraries | Community College Libraries | State institutional Libraries |
|---|---|---|---|---|
| Provision of financial support through distribution of state and federal funds. . . . . . . . . | 1 | 1 | 1 | 1 |
| Assistance in conducting local needs assessments . . . . . . . . | 2 | 2 | 2 | 2 |
| Assistance in library planning and program development . . . . . | 3 | 3 | 3 | 3 |
| Identification of new print and non-print materials which libraries may wish to acquire for their respective collections . . . | 4 | 4 | 4 | 4 |
| In-service training or other staff development for local library staff. . . . . . . . . . . . . . | 5 | 5 | 5 | 5 |
| Acquisition of special equipment (e.g. computers, educational television hook-ups, etc.. . . . . | 6 | 6 | 6 | 6 |
| Consultations on improvement of library facilities . . . . . . . . | 7 | 7 | 7 | 7 |
| Recruitment of key specialized staff for local libraries (through LSA representation on Search and Screen Committees). . . . . . . . | 8 | 8 | 8 | 8 |

## III. STATE LIBRARY AGENCY INVOLVEMENT IN LITERACY EDUCATION

1. Which state (agency/ies) (has/have) the legal authority for literacy education in your state? (CIRCLE ONE ONLY)

State Library Agency . . . . . . . . . . . . . . . . . . . . . 1
Other state agencies (SPECIFY) ______________________
______________________________________________ 2

2. Does your State Library Agency have a Five Year (long range) Plan?

Yes. . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
No (SKIP TO Q. 3). . . . . . . . . . . . . . . . . . . . . . 2

2a. (If yes)
Does your Five Year Plan include literacy education as one of your program areas?

Yes. . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
No . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2

3. How many FTE (Full Time Equivalents) of your State Library Agency professional staff are currently assigned to literacy related activities?

______________staff

(IF NONE, SKIP TO QUESTION 4)

3a. Are these staff. . . (CIRCLE ALL THAT APPLY)

Part of your State Library Agency staff. . . . . . . . . . 1
Outside consultant (s). . . . . . . . . . . . . . . . . . . 2
Other (SPECIFY)______________________________________
______________________________________________ 3

3b. Please describe briefly the functions performed by the staff assigned to literacy related activities.

4. Which of the following types of libraries in your state are currently participating in some kind of literacy education activities for children (3-12)youth (13-18), or adults (19 or older) in need of reading, writing, or computational skill improvement? (CIRCLE ALL THAT APPLY FOR EACH)

| | Literacy Programs for Children | Literacy Programs for Youth | Literacy Programs for Adults |
|---|---|---|---|
| Public libraries. . . . . . . . . | 1 | 1 | 1 |
| Public school libraries . . . . . | 2 | 2 | 2 |
| Community college libraries . . . | 3 | 3 | 3 |
| State institutional libraries . . | 4 | 4 | 4 |

5. Approximately, what percentage of the libraries within your jurisdiction currently have literacy education activities?

_______________ %

6. Approximately, what percentage of libraries within your jurisdiction currently involved in literacy education, conduct each of the following literacy education activities? (CIRCLE ONE NUMBER FOR EACH ACTIVITY)

| | Percent of Libraries | | | | |
|---|---|---|---|---|---|
| | All | Most (75% or more) | Many (50-75%) | Some (25-49%) | Few or None (0-24%) |
| Training library staff as literacy tutors. . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Training library staff for reference services for new readers. . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Training library staff in the use of educational technology equipment for teaching reading, writing, or computational skills. . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Other staff training (SPECIFY) ____________________ | | | | | |
| ______________________________________________ | 1 | 2 | 3 | 4 | 5 |
| Development of materials collections for new readers . . | 1 | 2 | 3 | 4 | 5 |
| Development of inter-library loan collections for new readers' materials . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Liason with other agencies or groups at the local level to provide: | | | | | |
| Tutors for teaching literacy skills . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Space for use by tutors and new readers . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Facilities and equipment for educational technology. . . | 1 | 2 | 3 | 4 | 5 |
| Client identification and intake . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Client testing. . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Program publicity . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Materials for new readers. . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Program evaluation . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Outreach and extension services to new readers . . . . . | 1 | 2 | 3 | 4 | 5 |
| Publicity of programs in libraries or other agencies at the local level . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| Other literacy-related activities (SPECIFY)__________ | | | | | |
| ______________________________________________ | 1 | 2 | 3 | 4 | 5 |

7. Which of the following state agencies are responsible for assisting each of the following types of libraries currently involved in literacy education activities? (CIRCLE ALL THAT APPLY FOR EACH TYPE OF LIBRARY)

| | State Library Agency | State Department of Education | SLA in Cooperation with SEA | Other (SPECIFY) |
|---|---|---|---|---|
| Public libraries. . . . . . . . . | 1 | 1 | 1 | 1 |
| Public school . . . . . . . . . . | 2 | 2 | 2 | 2 |
| Community college libraries . . | 3 | 3 | 3 | 3 |
| State institutional libraries . | 4 | 4 | 4 | 4 |

8. Do most of the libraries in your state which are currently involved in literacy education activities have written, formal goals and objectives for their literacy programs?

Yes . . . . . . . . . . . . . . . . . . . . . . . . . 1
No (SKIP TO Q. 9). . . . . . . . . . . . . . . . . . 2

8a. (If yes)
Are these goals and objectives determined by. . . (CIRCLE ONE ONLY)

The State Library Agency . . . . . . . . . . . . . . . 1
The local library which is involved in literacy education. . . . . . . . . . . . . . . . . . . . . . . 2
Other state agency (SPECIFY)______________________

__________________________________________

Jointly between the State Library Agency and the participating library at the local level . . . . . 3
Interaction between local library and other local agencies . . . . . . . . . . . . . . . . . . . . . . . 4
Other (SPECIFY)______________________________ 5

__________________________________________

9. Are most libraries' literacy education activities in your state evaluated at the local level, at least once a year?

Yes . . . . . . . . . . . . . . . . . . . . . . . . . 1
No . . . . . . . . . . . . . . . . . . . . . . . . . . 2

10. Overall, for each type of library, have libraries' involvement in literacy education activities in your state (CIRCLE ONE ONLY FOR EACH TYPE OF LIBRARY)

| | Public Libraries | Public School Libraries | Community College Libraries | State Institution Libraries |
|---|---|---|---|---|
| Increased in the past five years . . . . . . . . . | 1 | 1 | 1 | 1 |
| Stayed the same. . . . . . | 2 | 2 | 2 | 2 |
| Decreased in the past five years . . . . . . . . | 3 | 3 | 3 | 3 |

10a. (If decreased)

What are the major reasons for the decrease in libraries' involvement in literacy? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Lack of or decrease in federal funding | 1 |
| Lack of or decrease in state funding | 2 |
| Lack of or decrease in local funding | 3 |
| Lack of on-going demand for literacy education | 4 |
| Lack of interest on the part of local libraries | 5 |
| Assumption or transfer of program to other community groups or agencies | 6 |
| Other (SPECIFY)____________________ | 7 |

11. How has your State Library Agency been instrumental in supporting or administering libraries' literacy activities at the local level? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Assisted in the planning process for libraries' literacy activities | 1 |
| Evaluated and commented on libraries' program proposal | 2 |
| Provided technical expertise or supported the provision of outside assistance in literacy education | 3 |
| Evaluated literacy education programs | 4 |
| Provided funding for literacy education activities | 5 |
| SLA has not provided direct support to libraries for literacy related activities | 6 |

12. Does your State Library Agency staff coordinate literacy related activities for libraries with other state agencies?

| | |
|---|---|
| Yes | 1 |
| No (SKIP TO Q. 13) | 2 |

12a. With what other state agencies are literacy activities coordinated? (LIST STATE AGENCIES)

13. What procedures does your State Library Agency use to communicate with other state agencies involved in the cooperative literacy effort? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Regularly scheduled meetings | 1 |
| Meetings on an as needed basis | 2 |
| Informal contact between personnel in each participating agency | 3 |
| Other (SPECIFY)____________________ | 4 |

14. How does this State Library Agency communicate with libraries within your jurisdiction involved in literacy education activities? (CIRCLE ALL THAT APPLY)

Monthly reports from libraries . . . . . . . . . . . . . . . 1
Annual reports from libraries . . . . . . . . . . . . . . . 2
Telephone calls . . . . . . . . . . . . . . . . . . . . . . 3
Site visits by State Library Agency staff to local libraries . . . . . . . . . . . . . . . . . . . . . . . . 4
Professional meetings or workshops. . . . . . . . . . . . . 5
Other (SPECIFY)________________________________ 6
________________________________________

15. Did your State Library Agency initially become involved in literacy education as a result of. . .(CIRCLE ALL THAT APPLY)

State legislation requiring library involvement in literacy education . . . . . . . . . . . . . . . . . . 1
Insistance of the state government, given special literacy needs in your state . . . . . . . . . . . . . 2
Interest in qualifying for federal funds . . . . . . . . 3
Interest in or knowledge of literacy of one or more staff in your agency . . . . . . . . . . . . . . . . . . 4
Other (SPECIFY)________________________________ 5
________________________________________

16. In your opinion, does this State Library Agency regard library involvement in literacy education as a... (CIRCLE ONE ONLY)

High priority . . . . . . . . . . . . . . . . . . . . 1
Medium level priority . . . . . . . . . . . . . . . . 2
Low priority . . . . . . . . . . . . . . . . . . . . . 3
Other (SPECIFY)____________________________
________________________________________ 4

## IV. COSTS OF LIBRARIES' INVOLVEMENT IN LITERACY EDUCATION

1. For each type of library within your State Library Agency jurisdiction, what was the total amount of federal and state funds allocated by you to literacy education in Fiscal Year 1979?

| | Federal Funds | State Funds | Total |
|---|---|---|---|
| Public libraries . . . . . . . . . . | $ | $ | $ |
| Public school libraries. . . . . . | $ | $ | $ |
| Community college libraries. . . . | $ | $ | $ |
| State institutional libraries. . . | $ | $ | $ |
| Total . . . . . . . . . . | $ | $ | $ |

2. On the average, has the amount of federal and state funds expended by your State Library Agency, over the past five years . . . (CIRCLE ONE FOR EACH)

| | Federal Funds | State Funds |
|---|---|---|
| Increased . . . . . . . . . . . . | 1 | 1 |
| Stayed the same . . . . . . . . . | 2 | 2 |
| Decreased . . . . . . . . . . . . | 3 | 3 |

2a. (If increased or decreased)

Approximately by what percentage have state and federal funds expended by your agency for literacy education increased or decreased in the last five years?

| | Federal Funds | State Funds |
|---|---|---|
| Increased . . . | ________% | ________% |
| Decreased . . . | ________% | ________% |

## V. BARRIERS AND INCENTIVES TO LIBRARIES INVOLVEMENT IN LITERACY

1. Which one of the following do you perceive to be the major barrier to libraries' involvement in literacy education? (CIRCLE ONE ONLY)

| | |
|---|---|
| Lack of library funds for the undertaking of literacy activities. . . . . . . . . . . . . . . . . . | 1 |
| Lack of available library staff to assign to literacy related activities . . . . . . . . . . . . . | 2 |
| Library staff has no training or experience in literacy education activities. . . . . . . . . . . . | 3 |
| Library unawareness of literacy needs in the community. . . . . . . . . . . . . . . . . . . . . . . | 4 |
| No need or little need for literacy education in the community. . . . . . . . . . . . . . . . . . . | 5 |
| Literacy education programs have been developed by other agencies or institutions in the community thus there is no need for direct library involvement in literacy . . . . . . . . . . . . . . . . . . | 6 |
| Lack of community support (i.e. unavailability of volunteers, tutors, tutor trainers, etc.) to assist the library in the provision of literacy education services . . . . . . . . . . . . . . . . . . . . | 7 |
| Lack of demand for literacy education from community members. . . . . . . . . . . . . . . . . . . . . | 8 |
| State legislation (SPECIFY) ______________________________ ______________________________ | 9 |

2. How can your State Library Agency address this major barrier to increase library involvement in literacy?

3. In your opinion, should literacy education be a major priority for each of the following types of libraries?

| | Yes | No |
|---|---|---|
| Public libraries. . . . . . . . . . . . . . . . | 1 | 2 |
| Public school libraries . . . . . . . . . . . . | 1 | 2 |
| Community college libraries . . . . . . . . . . | 1 | 2 |
| State institution libraries . . . . . . . . . . | 1 | 2 |

4. Do you foresee the level of involvement in literacy education of the following types of libraries in the next five years... (CIRCLE ONE FOR EACH TYPE OF LIBRARY)

| | Public Libraries | Public School Libraries | Community College Libraries | State Institutional Libraries |
|---|---|---|---|---|
| Greatly increased . . | 1 | 1 | 1 | 1 |
| Somewhat increased . . | 2 | 2 | 2 | 2 |
| No change . . . . . . . | 3 | 3 | 3 | 3 |
| Somewhat decreased . . | 4 | 4 | 4 | 4 |
| Greatly decreased . . | 5 | 5 | 5 | 5 |

5. Do you foresee, the level of your State Library Agency involvement in literacy education in the next five years...(CIRCLE ONE ONLY)

| | |
|---|---|
| Greatly increased . . . . . . | 1 |
| Somewhat increased. . . . . . | 2 |
| No change . . . . . . . . . . | 3 |
| Somewhat decreased. . . . . . | 4 |
| Greatly decreased . . . . . . | 5 |

Thank you.

# Appendix D:

# SITE PROFILES OF SEVEN LIBRARIES WITH EXEMPLARY LITERACY EDUCATION PROGRAMS

Prepared by

Nancy Holt and Tom Sweda

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The Philadelphia Free Library

Los Angeles County Library

Nicholson Memorial Library

Glenridge Junior High School Library

Montgomery County Community College Resource Center

Rehabilitative School Authority

Northern Pueblo Agency Learning Resource Center

The Free Library of Philadelphia
Philadelphia, PA

Site Profile

# I. PROGRAM DESCRIPTION

## A. Characteristics of the Library System

The Free Library of Philadelphia, founded in 1891, is one of the nation's oldest free library systems. It serves the city for which it is named as well as the adjacent area of Delaware County--313.7 square miles in all. The library's main facility, three regional libraries, and 48 branches currently reach at least 590,579 registered adults and juvenile borrowers, who represent more than 30 percent of Philadelphia's total population.

The library receives its annual operating appropriations from the City of Philadelphia's General Fund, and its activities are overseen by a Board of Trustees appointed by the Mayor and the Board alternately. The library also receives approximately 20 percent of its budget from the state government. The system is headed by a library director and a deputy director. The library's primary divisions, each headed by a chief, are in the areas of Processing, Public Services, Administrative Services and Extension Services. Two coordinators, at equal administrative levels as the chiefs, are responsible for services to adults/young adults and services to children. It is from the Office of Work with Adults and Young Adults (OWA/YA) that major literacy activities generate at the present time. The administrative staff operate out of the main library to provide the planning, policy making, and support required by the regional and local branch libraries, which themselves operate under the direction of senior librarians.

Despite the library's evident importance in the community--as indicated by the large number of registered borrowers--the system administrators presently find that they may have more branch facilities than are actually needed, owing to overlapping jurisdictions of some libraries and lack of planning foresight in the past 30 years, when many of the newer buildings were built (i.e., the decisions to build new facilities were sometimes politically motivated, rather than practically geared to actual need). Key administrators also believe that the library's organizational structure should be reviewed and have currently underwritten an independent study to determine where specific changes might be made. The possible excess of library branches and the organizational and structural difficulties are of critical concern at the present time, since the City of Philadelphia, like many major American cities, has faced extensive financial problems in recent years. The effects of library cutbacks will be fully discussed in a later section of this report.

1. Characteristics of the Populations Served

Philadelphia's urban population reflects the same characteristics as many large cities across the nation in the 1970's. Specifically, the area has inner-city core pockets of racial isolation and poverty as well as an increased middle and upper-middle professional class of people who have returned to the city from suburban areas. In addition, there has been an influx of Puerto Ricans and immigration of many foreign nationals in recent years, who represent all levels of educational and economic attainment. For example, recent arrivals from Russia have resulted in an educated Jewish population, some of whom need assistance with English as a Second Language (ESL) to become fully integrated into the economic and cultural life of the nation. The new immigration, however, has also brought groups of Indochinese, most of whom have limited educational or economic resources. Most of them also require considerable assistance in learning basic survival skills in the United States and in preparing for some type of gainful employment. The city has lost a portion of its former middle class to suburbanization and to other parts of the country, as a result of industry's move out of the northeast toward the "sunbelt" states. The library staff report that the city's population size will probably decline by ten percent in the current census. Some of those leaving the area have been replaced by new immigrants. The needs and characteristics of this new population have brought about the development of human services capabilities, such as ESL programs.

2. Facilities and Equipment in the Library System

In keeping with its large readership, the Philadelphia library system currently has nearly three million volumes in its city-wide collection, representing an increase of 169,114 during the past year. These fall into the categories of general circulation books (hardbound, as well as paperback), reference collections, periodicals, pamphlets and numerous special collections. In addition, the system has significant collections of audio-visual and other materials, such as maps, sound recordings, microfiche, unbound documents of many types, and photographs, pictures, and prints.

As will be described in a subsequent section, the 1979 FY Annual Report shows that the Philadelphia system currently employs approximately 291 professional librarians, 524 non-professionals, and 168 maintenance workers (77 of whom have been recruited from the city's CETA program). As a policy, the library staff is only rarely involved in direct literacy education services, such as tutoring. Their role in the effort is described in a following section.

## B. Reasons for the Library's Involvement in Literacy

The Philadelphia Library's formal list of goals and objectives begins with the statement of its function "to bring about educational and cultural improvement" in the city. Indeed, the system has long exhibited an educational role in the community, beginning with citizenship classes which were held in the 1920's and 1930's to meet the needs of the then rapidly growing immigrant population.

In the mid 1960's, the present Deputy Director was Coordinator of Work with Adults/Young Adults. She has long worked with those involved in literacy education and related research, and decided to establish adult and young adult literacy as a priority area for service. The result of this decision was a two pronged approach to literacy services in the form of (1) the development of a comprehensive materials collection and of support services through the Reader Development Program; and (2) cooperation with other agencies, such as the Board of Education and the Center for Literacy, to provide literacy services directly to clients. These efforts continue to constitute the library's participation in the literacy education movement--despite the financial problems that are described fully in the following sections.

## C. Scope of the Literacy Program

Since 1967, the Reader Development Program has provided materials to adults and young adults who read on the eighth-grade level or below. Primary users of the program are the staffs of organizations, agencies, and community groups that work directly with low reading-level adults and young adults. A Demonstration Collection is maintained for their use. A bibliography and newsletter provide further information to Philadelphia users, as well as to adult educators and librarians outside the city. A full description of the Reader Development Program's activities is included under "Exemplary Activities."

The second major involvement of the library in literacy education is shown in its cooperative activities with the School District of Philadelphia and the Center for Literacy to provide instructional services to clients. Indeed, 22 library sites now provide space and, in some cases, coordination services and materials for either the School District's Adult Basic Education classes or the Center for Literacy activities. In the past year, these activities included 32,000 client contacts in some type of instructional setting and a total of 2,290 individual Adult Education classes. When private funds have been available, the library has also offered independently an ESL class and GED preparation from an Adult Learning Center. The nature and details of these activities are described under Exemplary Activities.

## D. Types of Literacy Activities

### 1. Publicity and Public Relations

The Office of Work with Adults and Young Adults periodically issues two promotional publications, the Adult Education Newsletter and PIVOT, the Reader Development Program newsletter. The former is produced by the

Adult Specialist for Community Services, who is responsible for coordinating Free Library funded classes, cooperative adult education activities with the School District, and Center for Literacy tutorial services. The quarterly newsletter focuses on topics such as the location of current and upcoming instructional opportunities, the availability of ESL classes, and radio and television announcements of interest to those involved with literacy or potential literacy clients. The second newsletter, PIVOT, is fully described under the Reader Development Program description; it focuses on activities occuring at the national and local levels, including the availability of quality materials for literacy instruction.

### 2. State and Federal Involvement

The library has consistently sought LSCA funding for innovative program changes. The staff have made a considerable effort to develop the needed grant proposals, often on an overtime basis. Most LSCA proposals have been funded from the late 1960's to the present. However, other than setting State priorities, processing the grant proposals and offering positive evaluations, the State Library Agency has not pushed for statewide literacy activities as they have in areas such as 16 m.m. Film Service or OCLC bibliographic control. The State Library did sponsor a statewide literacy workshop in May of 1980.

Federal involvement, other than LSCA funding, in Philadelphia's literacy effort has been through personal contact among federal officials who are aware of the Reader Development Program and those Free Library staff who have implemented the Reader Development Program during the past few years. This contact has been of mutual benefit to the library, which enjoys the federal awareness of their program, and to the federal sector, which sees the program as a positive effort of library involvement in literacy. Unfortunately, efforts to acquire direct federal funding for Consumer Education and for Adult Learning projects through FIPSE have been unsuccessful.

## II. EXEMPLARY PROGRAM FEATURES

### A. Sustained Program Services

Possibly the single most outstanding characteristic of the Philadelphia Free Library's involvement in literacy education has been its capacity to continue literacy program activities in the face of massive budget cutbacks. These financial reversals have been of sufficient magnitude, in fact, to elicit the following memorandum from the Director of the Library to employees more than a year ago. To date, this situation has worsened:

> Subsequent to the layoffs, the Free Library was left in such precarious staffing situation(s) that practically every new vacancy creates an emergency.....Staff has been stretched so thinly that service to the public is at a minimum at most locations.....Of 807 positions authorized in the current budget, 135 are vacant. Since the second layoff.....attrition by unfilled vacancies has averaged one position per week.

Indeed, in an economic environment that has reduced the library's materials budget by 31 percent in the past year, cut branches materials budgets by half, closed an entire library department that was a central support to the RDP literacy effort, created backlogs of 12 to 14 months in cataloging and processing new materials, and drastically reduced the hours that the library is open to the public, key administrators have salvaged the essential parts of the literacy program to the extent that they were able to reach more clients last year than ever before. Although it may be somewhat unusual to classify such budget and staff reallocations as an "exemplary literacy activity," the Free Library's decision-making and strategies for handling the problem can be instructive to other libraries that foresee cuts in their own budgets but wish to maintain program services at an adequate level.

### 1. Reassignment of Staff

As noted in the library's 1979 Annual Report, the loss of staff positions could not result in a concomitant loss of services to the public if the institution were to remain a viable entity. Thus, while staff cuts did result in extensive personnel reallocations and discontinuation of some services, existing staff have absorbed additional responsibilities during the past year to make up for their diminished numbers.

The Reader Development Program offers an excellent example of the way in which administrative reorganization and the reassignment of responsibilities can permit one facet of the literacy program to continue to operate at what is ostensibly a nearly normal level. The Reader Development Program originally operated out of the Division of Extension, Stations Department, with a staff of approximately eight. The program, while maintaining close contact and communication with the Office of Work with Adults/Young Adults (OWA/YA), worked autonomously within the general library organizational structure, carrying out virtually all of its materials acquisition, demonstration collection development, and support activities (i.e., acquiring and processing new materials) as a self-contained unit.

When staff layoffs forced the closing of the Stations Department in 1978, a number of services ended with it, including bookmobiles and extension projects to serve hospitals, prisons, nursing homes and shut-ins. The Reader Development Program was considered a top priority program by the Director and Deputy Director, and they chose to retain the program since it served as a major support activity to many literacy efforts in the Philadelphia area. Recognizing that the RDP service program could continue with reduced staffing, the most essential program components for survival were identified. Other aspects, although convenient or efficient in operating the program, were either eliminated or reassigned to other library staff. The most important functions of the Reader Development Program, therefore were determined to be the selection and distribution of new literacy materials and the maintenance of the demonstration collection. Previous functions, such as community liaison, acquisition and materials processing, were to be absorbed by other staff assigned to do the same work for the library in general.

The library's approach to "salvaging" the Reader Development Program involved a number of difficult choices. First, the program's book budget was preserved, since the acquisition of literacy materials was the program's raison d'etre. One librarian and one clerk/typist were required to continue to identify, review, evaluate, and select materials; maintain the demonstration collection; circulate literacy materials; and update the bibliography of literacy and literacy-related materials. The two staff members were then reassigned to the Office of Work with Adults/Young Adults, with whom the Reader Development Program had had an ongoing relationship and where the coordinator shared concern for system-wide literacy education activities. The Office of Work with Adults/Young Adults subsequently absorbed the two additional staff members and provided space and administrative supervision to the program. All acquisition and processing operations for literacy materials, however, were shifted to the Processing Division aling with two RDP clerical assistants. Even with the two RDP assistants, the additional responsibility further strained the Acquisition Department's overburdened capacity to deliver books in a timely fashion. Total responsiblity for materials distribution and direct community contact fell to the two Reader Development Program staff members. They revised distribution procedures and evolved new ways of meeting needs, including materials delivery, promotion and community relations.

The "salvaging" process of the Reader Development Program has not been easy. It has required the assumption of major program responsibility by the former RDP materials specialist with the support and direction of her new supervisor, the Coordinator of Work with Adults/Young Adults, whose own workload was increased by staff layoffs. It also resulted in temporary disruption of the Office of Work with Adults/Young Adults, while new shelving was being installed to accommodate the literacy collection and the materials themselves were moved from their previous location in the former Stations Department, several blocks away. The relocation of materials and preparation of the new site have also strained the Buildings Department, whose staff has been severely reduced. The acquisition and processing of new materials have been considerably slowed as a result of the increased workload and staff shortages in the Acquisitions Department. However, the program has continued to operate on a broad-based scale, with purchases of 21,554 consumable books and a circulation of 23,238 in Fiscal Year 1979 to approximately 130 agencies.

The Reader Development Program librarian also produced the program's quarterly literacy newsletter and updated the Reader Development Bibliography, with a greater number of new entries than in previous years. She also oriented a new team of OWA/YA librarians, who assisted her in evaluating literacy materials.

### 2. Alternative Patterns of Communications with Community Groups

Prior to the closing of the Stations Department and the scaling down of the RDP staff, a full time Community Services librarian was responsible for coordinating and communicating with the many agency representatives involved in literacy in the Philadelphia area. This position required extensive field work to determine agencies' literacy needs and to coordinate information between the library and the literacy education centers. This function was particularly valuable for the Reader Development Program, since it provided a flow of information from the field on specific needs of teachers and tutors relative to the materials supplied by the library. Therefore, finding herself without staff to provide this service, the head of the Reader Development Program developed a community meeting forum to bring individuals from the diverse agencies together in the library to share and exchange information. The meetings, which occur approximately every six weeks, have been an outstanding success. Specifically, the Reader Development Program receives much of the information that it requires to remain responsive to agencies' needs, and agencies' representatives enjoy and benefit from exchanging information with each other (a relationship that was not possible under the previous field service visit concept). Thus, at little cost to the library, a previously full-time position has been replaced by a procedure that provides many of the same results as well as additional benefits to participants.

## B. The Reader Development Program

One of the primary thrusts of the Free Library's adult education service is the Reader Development Program, the funding and staffing of which is discussed above. The purpose of the program is three-fold: (1) to obtain and distribute basic skills and supplementary reading materials for use in community-based literacy programs; (2) to build and maintain a Demonstration Collection of literacy materials for the inspection of literacy program tutors, who are in the process of identifying literacy materials appropriate to the needs of their clients; and (3) to promote the literacy effort through the development of an extensive, periodically updated bibliography of all books contained in the Demonstration Collection and the publication of PIVOT, a quarterly newsletter devoted to Adult Basic Education trends and materials. Thus, although the program offers no direct instructional services, it provides myriad support services that further the literacy effort in the Philadelphia area.

The major focus of the Reader Development Program's materials acquisition is on those materials intended for adults or young adults with an eighth-grade or lower reading capability. The collection of approximately 450 titles (heavily duplicated) is primarily on print form, with special emphasis on low-cost items such as paperbacks, workbooks, teachers' manuals, pamphlets, and pictorial aides. When high-quality materials are available only in hardbound form, these are bought in somewhat smaller quantities, to allow the purchase of as many individual titles as possible without undue strain on the program's budget. The major portion of the Reader Development Program collection is intended for use by clients. It includes such subject areas as basic math, basic English, social and ethnic history, vocational training, consumer and health education and English as a Second Language The program has also developed a small professional collection of books and pamphlets which are geared to the needs of tutors and teachers of literacy education.

The collection is comprised essentially of two types of materials: (1) single copies of each title for the Demonstration Collection, which are only available for inspection and review by potential tutor-users and (2) the distribution collection, which contains multiple copies of each title and is available to tutors on either a loan or a permanent basis, depending on the nature of the material. The distribution policy for materials is formally set by the program's Operations Manual, but allows considerable flexibility in the number of volumes or the nature of distribution to meet the diverse needs of different literacy education efforts in the area. For example, materials may be borrowed or permanently obtained by Adult Basic Education tutors or other reading specialists, community agencies that work with undereducated persons, or undereducated clients themselves. Teachers or tutors may borrow up to 200 volumes per year or up to 15 copies of any single title. Organizations may borrow up to 2000 volumes each year, with a maximum of 75 copies of a single title. Borrowers, however, can return unused books or books in good condition to the library to credit their maximum allowance and provide flexibility for new or changing needs that occur during a given year.

The search for, identification of, and acquisition of new literacy materials by the Head of the Reader Development Program is a pivotal part of the program on which program activities (other than the development of the collection and distribution of materials) depend. Indeed, in the process of identifying new literacy materials and keeping current with trends in the field, the Head of the Reader Development Program acquires a great deal of diverse information on the subject of adult literacy. Some of this expertise is applied to the continued development of the Reader Development Bibliography, the annotated graded listing of the titles contained in the Demonstration Collection. This publication, which is updated periodically, represents one of the most complete bibliographic resources available to literacy educators across the nation. Other such information is applied to the Reader Development Program's quarterly newsletter, PIVOT, which presents current articles on almost every aspect of adult literacy, including review of new materials, national trends in adult basic education, and information on is the Center for Literacy, a Laubach Center for Philadelphia, which uses library facilities for many tutorial activities. These arrangements are developed, maintained, and coordinated by the library's Adult Specialist for Community Services.

As indicated, the two groups have very divergent approaches to literacy education ranging from instructional techniques to achievement goals. The School District of Philadelphia's Adult Education program, for example, is geared to preparing clients for the GED examination and virtually always provides instruction through a classroom forum using paid reading teachers. The Center for Literacy, on the other hand, focuses on improving the skills of very low-level clients to the eighth-grade reading or proficiency level, using individualized instruction provided by literacy volunteers from a variety of backgrounds. Although the two groups have differed in terms of their respective literacy instruction philosophies, the library has never attempted to judge the relative value of either program, choosing to support both to maximize the opportunity for each group to serve its various client populations.

The Adult Specialist works closely with the School District of Philadelphia to ensure continuity of services, scheduling classes during library hours and coordinating ABE needs with the library's available resources. For example, although the School District is required to provide all textbooks for its classes, the library attempts to provide supplementary materials to assist or enrich instruction, such as high-interest low-level reading collections for clients' information needs and leisure reading, workbooks, special interest pamphlets, etc.

The Adult Specialist also works closely with the Center for Literacy, especially to coordinate the use of time and library space. In addition, the Center's Laubach tutors frequently use the Reader Development Program materials and are a continuing source of information about literacy materials appropriate for addition to the Reader Development Program Demonstration Collection. The library and the center have also cooperated extensively in supplying materials to tutors or clients, with the library providing the bulk of instructional material when the center's resources were very low and the center doing the same when the library's materials were scarce.

## D. Lifelong Learning Center

Another related adult education service provided by the Free Library of Philadelphia is the Lifelong Learning Center. The LLC was initially funded in 1976 by a Federal Vocational Education grant channeled through the Pennsylvania Department of Education. It opened for service in January 1977 and to date over 12,000 adults have taken advantage of educational and career counseling services, both through individualized sessions and group workshops.

local programs. Although the newsletter is intended principally for concerned parties in the Philadelphia area, it now has a circulation of approximately 1,100 per issue, which reaches far beyond that city. The Head also prepares a column dealing with Basic Education materials, which appears quarterly in the Booklist.

The Reader Development Program has faced moderate to severe difficulties in the past year, due to the staff and budget cuts discussed in a previous section. The program, however, has several special staff characteristics that have allowed it to survive and florish despite these setbacks. Specifically, key library staff members and administrators are not only heavily committed to the literacy effort in libraries, but several also participate in the small national network of literacy education leaders, practitioners, and policy makers across the country. This network involves close communication with individuals at the federal and state levels who are attempting to promote the concept of libraries in literacy, and personal contribution to these efforts. The Deputy Director, for example, has worked for a decade and a half with leaders in literacy research and program implementation; the Coordinator of the Office of Work with Adults/Young Adults has regularly contributed articles and information to the knowledge pool in adult literacy; and the Head of the Reader Development Program has frequently served as an advisor to new or similar projects and provides both formal and informal liaison between diverse groups involved in a literacy effort. The combined knowledge, dedication, and innovativeness of these individuals, together with the support of the library administration, possibly explains why literacy has remained a priority area in Philadelphia's library system despite the financial problems that have undermined other programs throughout the city. Moreover, this involvement has provided input from a variety of sources on the ways that staff may optimize their program to meet changing client needs over time.

## C. Cooperative Activities

Although the Free Library staff have not directly participated in literacy education as teachers or tutors, they have continued to cooperate and coordinate activities with other community groups or agencies which do provide such services. When LSCA grant funds were available, the library also operated four GED Adult Learning Centers, where a teacher was available to provide independent GED instruction. One such Adult Learning Center is currently in operation for 15 hours each week. An ESL class is also supported through a private gift. At the present time, the library is involved with two major literacy service providers, each of which takes a very different approach to literacy education, and both of which need the facilities, support, and (on occasion) materials that the library can provide. The first of these is the School District of Philadelphia, which conducts approximately two-thirds of its Adult Basic Education classes in library facilities. The second

The Center is under the direct supervision of the Coordinator of Work with Adults/Young Adults. It is staffed by a team of adult educators. Although the program had received the support of the Pennsylvania Department of Education, such funding will not be continued in FY 1981 since the library is not a degree or certificate granting institution. This funding reversal will place continued strain on the LLC and administrative staff, as they try to raise private funds to continue this very popular service. Currently the Center has an LSCA grant to develop six slide-tape modules for independent learning.

While the Lifelong Learning Center was originally designed to provide educational career counseling for adults at all educational levels, many of the program's clients have been drawn from the under-educated who are seeking basic skills improvement to enhance their employment opportunities. Currently, the Center is providing six kinds of career workshops at the Central Library and the three Regional Libraries. The workshops, which are conducted during daytime and evening hours, are structured to provide prospective clients with an orientation session on a drop-in basis, followed by registration and approximately weekly attendance at one of the library sites. All sessions are free. A few resource materials that are used in selected workshops may cost up to $5.00.

## III. SUMMARY

The Free Library of Philadelphia's system has long worked to provide public services to those in need of information for survival, employment, and self-fulfillment. In the face of the current city-wide budget crisis, this legacy continues unchanged. Administrators and staff have worked long and innovatively to keep such services to the public operating at normal or even expanded levels. Indeed, they are an outstanding example of the way in which an institution can maintain its priority programs through determination, imaginative and cooperative relationships with other community groups, and hard decision-making about the use of scarce resources.

## Los Angeles County Library System
Los Angeles, CA

## Site Profile

# I. PROGRAM DESCRIPTION

## A. Characteristics of Los Angeles County

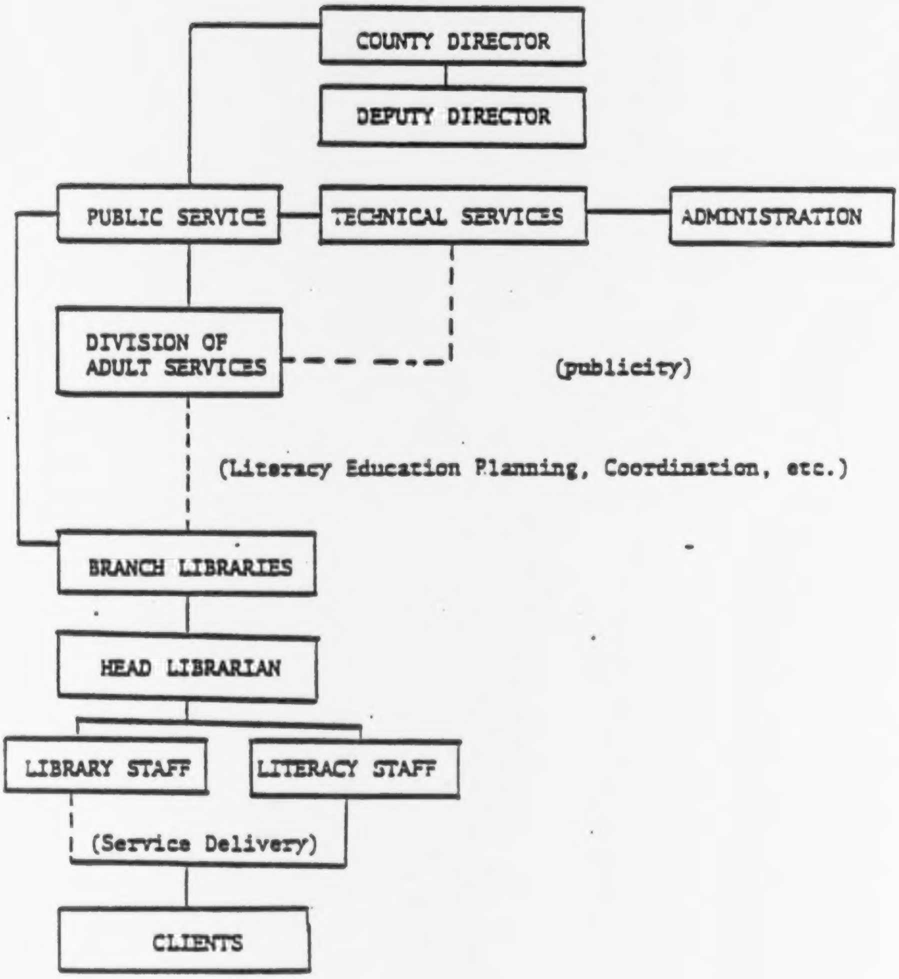
The Los Angeles County Library System, a completely independent entity from the Los Angeles City Library, is administered by a single County Director, a Chief Deputy, and three major divisional chiefs for Public Services, Technical Services, and Administration respectively. System-wide responsibility for literacy education falls primarily to a subdivision of Public Services, the Division of Adult Services. At the individual level, each facility is run by a Head Librarian. With the cooperation and supervision of the county administrative staff, the Head Librarian operates the regional or community library with considerable autonomy, given the particular needs of specific locations in the Los Angeles County community (e.g., the nature of the collections in each library), the services provided by staff, and the outreach and support services. (See diagram on next page.)

The Los Angeles County Library System covers a vast area of approximately 3,000 square miles, with 91 regional and community libraries. These libraries serve a population of nearly 2.5 million persons, almost one million of whom are registered library borrowers. The county itself is comprised of many midsize, diverse cities and townships clustering around the city of Los Angeles, most of which maintain separate city governments and city services. The setting of these communities varies considerably across the county, from inner-city environments (such as the Watts-Compton area) to industrial environments (such as Bell and Torrance), to distinctly suburban environments (such as Altadena and Montebello).

The population of Los Angeles County has changed dramatically in the past two decades. The predominantly white, native-born American population of the postwar era shifted with the influx of blacks from the deep South in the mid-1960's, and shifted again with the present flow of Asian immigrants and South Americans who are currently settling in the area. Indeed, it has been estimated that the county will be more than 60 percent non-white or foreign-born by the mid-1980's.

Among these diverse immigrants are represented almost every social class and educational level, from highly trained technicians and doctors to the "boat people" who arrive in the U.S. with few social, educational, or occupational resources at hand. Thus, the new immigration wave has resulted in a demand for many new social services, especially in the areas of English as a Second Language (ESL) and orientation of foreign nationals to American customs, laws, and procedures. The need for such services, however, varies widely, since some individuals will become independent, resourceful members of American society with a minimum of assistance while others who have been educationally and economically deprived require extensive, long-term services to integrate them fully into the American social and economic structure. One facet of the diversity of this population is that those with existing

## Los Angeles County Library


COUNTY DIRECTOR
DEPUTY DIRECTOR
PUBLIC SERVICE
TECHNICAL SERVICES
ADMINISTRATION
DIVISION OF ADULT SERVICES
(publicity)
(Literacy Education Planning, Coordination, etc.)
BRANCH LIBRARIES
HEAD LIBRARIAN
LIBRARY STAFF
LITERACY STAFF
(Service Delivery)
CLIENTS

skills are available to serve as resources to their less well-educated countrymen, especially where bilingual services are needed. Between these two groups (socially, economically, and educationally) are second-generation county residents, who have acquired some educational and social skills and view the library as a "window to the middle class."

### 1. Characteristics of the Library System

The L.A. County Library system's current book collection contains approximately 4½ million volumes, which are housed in the 91 regional and community libraries. Annual book purchases increase the collection by about 372,900 volumes each year. Although several library sites have developed special collections that reflect the social, ethnic, or informational interests of the community, virtually all print materials are available to any borrower in or outside the county, through universal borrowing (i.e., the library serves anyone who walks into the facility, regardless of the patron's place of residence) and extensive inter-library loan. The content of the county's total collection is centrally coordinated through the county's administrative office, to minimize gaps and duplications among individual library collections, while assuring that each has a well-balanced collection to meet the demands of its respective community. The county also operates eight bookmobiles to provide greater circulation opportunities to patrons who would otherwise be unlikely to visit a library. The bookmobiles are also used for mobile demonstration programs to publicize the library's special programs, including literacy education (as described in a following section). The system also maintains a non-print collection of films, audio-visual materials, prints, and records, as well as the appropriate equipment for using these materials. Most equipment, however, is intended for in-library use and is not available for loan to individual borrowers.

## B. History of and Reasons for Library Involvement in Literacy

The Los Angeles County Library's literacy education focuses heavily on English as a Second Language (ESL), reflecting the educational needs and demands of the newly immigrated population to that area. Indeed, although the literacy education effort is large and flexible to meet the requirements of virtually anyone with needs for improvement in the basic skills, the program's name--Libraries Involved in Bilingual Reading Education (LIBRE)--indicates the emphasis it places on ESL.

The program, initiated in 1975, was largely conceived, staffed, and funded through the efforts of the county librarian, who has long considered literacy education a priority area for library involvement. Spurred on by evidence of declining reading scores in Los Angeles County, census statistics indicating the rapid influx of foreign nationals to the area, and informal input from specific libraries, a grant proposal was prepared for Library Services and Construction Act (LSCA) funds, requesting seed money for implementing programs in six sites across the county. The county librarian personally put forth a considerable effort at the State Library Agency to facilitate the grant's processing, since literacy was not a priority area at the state level. Indeed, she received little overt support or assistance initially from either the Board of County Supervisors or the State Library Agency. During the past five years, however, the County Board of Supervisors have become enthusiastic about the positive public relations effected by the program; last year they nominated LIBRE for a State Public Service award, which it subsequently received.

## C. Program Scope

The initial LSCA grant was funded for three of the six sites originally included in the application, and covered materials' expenditures, tutorial staff, and administrative costs. Three years later, in 1978, a fourth county library site (Lynwood) requested help and support from LIBRE to set up a literacy program at its facility, using cooperative agency arrangements with the federally funded Right-to-Read program to provide some of the literacy staff and tutorial services required. Thus, the program currently operates four Literacy Centers, three of which are entirely and directly funded by the library. The fourth has been operated in conjunction with other community agencies, as will be described in following sections.

The four program sites served a total of 8,955 literacy clients in FY 1978-79, representing a ten percent increase in clientele over the previous year. Two of the centers served more than 3,000 individuals each, the third approximately 2,000, and the fourth and most recent literacy center approximately 600.

Although each literacy site has the capacity to serve virtually any person wishing to improve basic skills, individual library programs tend to vary widely both in terms of the populations served and the material used for instruction. For example, the Montebello Regional library is located in a predominantly Spanish-speaking area and thus focuses heavily on ESL services for its clients. The Norwalk site is also heavily focused on the needs of its predominately Spanish-speaking population, but in addition is sensitive to the requirements of its Asian populations, which originate from many different countries in the Far East. The Compton facility, on the other hand, has a large, native-born black population, which requires basic skills improvement services in English; and a sizable first-generation Spanish-speaking population, which needs both ESL and basic skill improvement in English. The Lynwood Library also serves two distinct populations--black and Spanish-speaking--each of which is distinctly different in terms of its literacy needs and achievement of upward mobility. Thus, the LIBRE program combines a strategy of centralized control, supervision, and planning with sufficient flexibility to allow each literacy site to tailor its program to the specific requirements of its respective clients.

A major factor to be considered in the LIBRE program is the need for extensive availability of bilingual librarians and instructors who can provide tutoring to non-English-speaking clients and who can also assist these individuals in adjusting to the demands of American life. This assistance may involve the fulfillment of requests for specific information, referral of clients to other appropriate community agencies, or, on occasion, direct intervention by library staff to meet special client needs. For example, assisting non-English-speaking clients to meet immigration reporting requirements is a need often expressed by recent arrivals to the U.S. Therefore, bilingual capabilities are frequently considered to be essential for librarians and literacy staff, in addition to their educational and experiential qualifications.

Each literacy program site is staffed by one individual, who is primarily responsible for tutoring clients or, in some cases, training and supervising aides to provide tutorial services. These staff members tend to be drawn from diverse backgrounds, which include literacy volunteers, reading teachers, and former teacher aides. In addition, however, each program is served by all library staff operating in the given facility, since these individuals have been extensively trained to be sensitive to the needs of literacy clients both in terms of the types of services required and the content and level of materials requested. Two of the program sites have two full-time professional staff members, and two have six full-time professional staff members, in addition to a varying number of aides.

## D. Types of Literacy Services Provided

The Los Angeles County Library system has designed and executed a broad-based, in-depth program to assist foreign nationals and native-born Americans with low basic skills in virtually every aspect of problem solving and building survival skills for eventual social, economic, and occupational self-sufficiency. Many of these services are provided through the LIBRE program, which offers formal instruction in literacy tailored to the needs of specific groups and, within those, to the needs of specific clients. The concept of service to new readers, however, is so deeply imbedded in the library system as a whole that many literacy-related services are provided for clients that fall beyond the scope of LIBRE per se (such as the information and retrieval program described in a later section) as well as those that are informal by-products of the clients' normal use of the library facility (such as reference assistance and the development of special collections).

One of the most basic services offered by the literacy education program are tutorials for clients with specific literacy weaknesses. Virtually all tutorial work is accomplished on an individualized, self-paced basis, which allows learners to proceed as quickly or as slowly through the material as necessary and to devote whatever available time they may have to skill development. This latter element varies widely, as some clients spent ten hours or more at the library per week, while others attend for only one or two hours per week. Program planners originally thought that this individualized instruction approach would reduce the amount of actual tutor-client contact necessary to accomplish the desired ends. Experience has shown, however, that most self-paced instruction still requires periodic input by tutors, as questions arise during the course of the client's study.

A second area of activity in the LIBRE program is the acquisition of materials that will meet the diverse needs of the heterogeneous population it serves. In addition to the systematic review of publishers' lists and bibliographies, the program administration receives input from language and ethnic experts in each separate area of endeavor. This process is somewhat facilitated by the availability of qualified reviewers from most language and ethnic groups served by the program. Thus it is possible for program staff to identify even obscure dialects of a client's native language and to obtain materials that are appropriate for that individual's ESL instruction.

The program heavily utilizes tape cassettes and multi-media kits as instructional materials. One literacy site is also developing an expanding collection of audio-visual tapes that present instruction in English in specific "survival areas." Indeed, given the nature of the ESL instruction, many program materials emphasize oral skills as well as reading and comprehension, since these are basic to the client who needs to improve his or her ability to communicate with others in English. The literacy materials collection varies in approach and difficulty from Laubach materials (which are suitable for instructing those with virtually no reading capabilities), to Berlitz Language School tapes (which assume a fair level of literacy accomplishment in one's native language and concentrate on oral proficiency, rather than reading).

During the first two years of the program's life, considerable investments were made toward developing a collection of literacy and literacy-related materials and equipment. Indeed, during FY's 1975-76 and 1976-77, LIBRE expended $21,328 and $29,666 respectively in the development of a collection that included instructional materials, special collections of high-interest-low-level volumes for educational and entertainment use, and ethnic and/or language-specific materials that are of interest to particular community groups. However, major budgetary cutbacks, resulting in part from California's Proposition 13, have seriously cut into the program's capacity to purchase new materials; the funds for library materials dwindled by nearly 90 percent of the 1976-77 expenditure level in FY 1978-79. At present the program benefits from the substantial collection acquired during the program's lifetime; thus cutbacks principally affect the capacity to purchase new materials and to replace consumable supplies such as workbooks. Current projections indicate that further cutbacks may be expected in the next decade. It appears that cutbacks in materials acquisitions in the foreseeable future will not seriously threaten the program's capacity to provide clients with instruction and services, but over time they will erode the program's ability to keep its collection current.

## II. EXEMPLARY PROGRAM FEATURES

### A. Staff and Tutor Training

The Los Angeles County Library System has, from its inception, placed major emphasis on the total involvement of the entire library staff in the literacy effort, to the extent that the program has become an integral part of the libraries' day-to-day activities. This total staff involvement has been effected both formally, through frequent workshops and inservice training on the needs of new readers, as well as informally, through constant communication and information exchange between LIBRE administrators, tutors, and library staff in each facility.

The initial LIBRE staff training effort was established as an ongoing activity to increase librarians' and assistants' awareness of the new clients they were to serve in virtually every aspect of library services. The training, provided or planned by the LIBRE coordinator, was also designed to increase the effectiveness of support staff in carrying out related services (e.g., public relations staff, extension staff, etc.) and to provide administrators and planners with an informed basis for coordinating current and future activities with the goals of the literacy program. As a result, LIBRE has enjoyed a cohesive, comprehensive relationship with the entire library staff, which has maximized the effectiveness of staff in serving individual clients, as well as the program as a whole. This is seen in the interactive relationship between tutors and reference librarians, in which tutors frequently refer clients to the reference department for special information requirements, while reference librarians are capable of identifying and introducing new patrons with low basic skills to the tutorial program at a given site.

In the past year, state and federal budget cutbacks have resulted in two antithetical situations. First, the need for literacy-related training has recently increased. This is due to staff layoffs or projected job insecurity, which have resulted in existing staff (who had been extensively trained during the past five years) leaving the L.A. County Library System and, in many cases, being replaced by new recruits who are unfamiliar with LIBRE's program goals. Secondly, also arising from library budget cutbacks, the LIBRE coordinator has been assigned to other major areas of responsibility, thus reducing the amount of time she has available for planning or executing training programs. Inservice training, however, is still being provided for all staff, albeit on a reduced basis. In addition, older staff who have been through the initial program phases are available to orient new staff to the literacy program directives.

A second area of training involves the preparation of tutors for instructing new clients in the three library-controlled literacy centers. This has included approximately 15 hours of training by the Laubach Volunteers agency and 15 hours of additional training by the LIBRE coordinator. The former concentrates directly on the instructional application of specific materials, while the latter is somewhat more eclectic, covering increased understanding of program goals and procedures, familiarity with all basic types of materials and retraining individuals who have been in similar positions. The fourth literacy site, which utilized tutors from Right-to-Read, until recently has participated in LIBRE's tutor training to a lesser extent, since Right-to-Read provided training to its own staff prior to the end of its federal funding in late 1979. Current staff (now recruited and paid through CETA), who replaced former Right-to-Read staff, receive some training through LIBRE at present, but the full range of exposure of literacy training remains somewhat problematic. The results of this training gap have not been concretely established yet with respect to tutors' effectiveness, but LIBRE's initial reaction to the lack of control over the quality of tutorial services will be discussed in a later section. The LIBRE Coordinator, however, is currently developing a training manual that can be used by other staff or individuals who qualify for training.

Overall, with the exception of the fourth literacy education site, the Los Angeles County Library has focused heavily on training all library staff in sensitivity to the needs of new readers, to maximize cooperation and coordination of services by library and literacy staff. Indeed, despite budget cuts and the concomitant reduction of the LIBRE coordinator's time for training, the program still boasts some workshop and inservice training activity that is geared specifically to staff-professed needs. All tutors also receive at least one refresher session each year. In each of the three library-controlled literacy centers, each individual tutor has developed a wealth of experience in communicating with and instructing literacy clients.

The Los Angeles County Library system has developed a series of cooperative agreements between the library and other federally and locally funded programs, ranging from the provision of tutorial services by outside agencies to the coordination of client referrals for basic skills instruction, administration of the GED and the continuing education system for further developing knowledge and occupational or social skills of adult learners. Although the following section will indicate specific problems with some of these cooperative arrangements, the source of the difficulty is not viewed by LIBRE as inherent in the nature of cooperation per se. Rather, the source of difficulty is seen as being beyond the control of the individuals or local agencies involved. In fact, despite some problems with cooperative arrangements as a whole, the L.A. County Literacy Program deems such cooperative ventures to be essential to providing clients with the full range of services that they need, and continues to involve itself in identifying solutions to existing difficulties.

1. Right-to-Read

In the year following LIBRE's program start, the Lynwood Library--one of the county's federally funded community facilities--expressed the desire to join the other three literacy centers funded under the initial 1975 grant. The LIBRE program had in place an administrative structure, materials and equipment, and a backlog of experience in literacy education. The library had space and was willing to involve the library staff in the literacy awareness training. However, no funds were available from any library source to staff a literacy center, since the first year after federal funding was devoted to maintaining and updating the three initially funded sites. Through County Board of Supervisors' contacts, the County Librarian and the federally-funded Right-to-Read Directors became aware of their mutually compatible goals to increase basic skill improvement opportunities, the library having many of the requisite infra- and super structures to support an additional literacy effort, and Right-to-Read having paid staff who could provide tutorial staff and some support services under their existing program at the library site. Thus, through the collaboration of the Director of Right-to-Read and the LIBRE coordinator, the Lynwood Library became an additional Literacy Center, with both the library and the cooperating agency collaborating on publicity, recruitment, and outreach activities. Much of the coordination and communication between the two groups was informal, with one monthly meeting attended by administrators from both programs. The representatives of each respective group were accorded considerable autonomy in program planning and activities, with approval required only for decisions requiring major expenditures of library funds.

Despite the informality of this cooperative arrangement, the combined resources of the two programs worked to the satisfaction of both parties throughout the first year. In mid-1979, however, the federal funding base for Right-to-Read became uncertain and eventually defunct through a change in federal legislative program appropriations. At this point, faced with uncertainty of the continued existence of Right-to-Read, several major problems appeared. First, Right-to-Read staff, who had been extensively trained and who had worked closely with the LIBRE program during the existence of the Lynwood Literacy Center, either were laid off due to a shortage of continuing funds or left voluntarily for more secure employment. This was a severe loss of valuable resources upon which the literacy program had depended. Eventually a CETA-sponsored staff member was hired as the principal tutor and coordinator of activities at the Lynwood site, with a number of additional CETA workers to serve as aides in clerical work and recordkeeping. The new CETA-sponsored tutor, however, defined her role as principal tutor somewhat differently, preferring to act as a coordinator for the aides, who were given primary responsibility for the actual client intake and instruction. The second impact of the staff change at the Lynwood site was the loss of clients, which resulted from the break in the all important client-tutor relationship when old staff left the program. Although loss of clients typically and predictably follows major staff changes, the Lynwood Program has not yet developed sufficient staff stability to attract new clients at present. Thus, the program is not operating at anywhere near its capacity.

The difficulties resulting from the end of the Right-to-Read funding have been extremely instructive to the LIBRE staff. They will now be much better prepared for dealing with future cooperative activities, especially in situations where the participation of both agencies is critical to the operation of the program. Specifically, the Director of

Adult Services and the LIBRE Coordinator agree that a more formalized cooperative arrangement would be desirable to claifry and delineate the specific roles, responsibilities, and requirements of each participating member of the cooperative arrangement. This would not only facilitate more effective and dependable delivery of services while an agreement is fully in force, but would also facilitate the accommodation of changes in personnel or other program aspects by establishing orderly parameters within which any replacement or changes would take place. Secondly, the library would seek to strengthen its overall supervisory and policy-making control over the cooperative program, to ensure continued input and ability to control the quality of services--regardless of program changes occurring beyond the control of the major participants.

### 2. Laubach Literacy Volunteers

The LIBRE program has had, since its inception, a fruitful relationship with the Laubach volunteers in Los Angeles County. Indeed, in 1975, Laubach was retained for a fee to provide the initial tutor training for staff at the start of the program, and has continued to provide new staff with such training. In addition, the group has provided inservice workshops to update tutors' knowledge at least once a year. Following the initial training agreement with LIBRE, Laubach has frequently provided training services to tutors without charge in recent years, thus allowing continued upgrading of staff that is not contingent upon the program's ability to support such activities.

### 3. The Adult School

The Adult School in Los Angeles County is the principal administrator of the GED examinations and provider of Adult Basic Education services. The school, which operates under the authority of the County Board of Education, has long recognized that the LIBRE program has the capacity to provide specific literacy services to clients with special needs, such as foreign nationals' language skills and those with very low basic skills. Thus, the Adult School has served as a referral agency to the LIBRE program, directing students with special needs to the program. LIBRE, in turn, directs clients to the Adult School facilities for GED examinations and continuing education services when the client has achieved an appropriate level of attainment. The cooperation between the Board of Education (i.e., the Adult School) and the library has been generally informal, but has grown essentially out of each group's recognition of the interdependent roles and responsibilities of the services provided by both the library and the educational sector. This relationship has been ongoing throughout the life of the program and is considered to be a stable one.

## C. Information and Referral

The Los Angeles County Library has recently implemented a major county-wide Information and Referral Service. The program, Community Access Library Line (CALL), operates outside of project LIBRE, but frequently serves the same clients as the literacy program. CALL, which operates on a state grant of approximately $486,000, is designed to provide clients with rapid access to "survival" information covering a full range of topics (e.g., community services, consumer information, immigration problems, and even information on the scheduling of public transportation). To maximize their capacity to provide information to the diverse population in the county, the CALL staff have been selected with the major ethnic or language groups of the area in mind. Indeed, the staff of four are bilingual in Chinese, Japanese, and Spanish, respectively, which allows them to serve those with minimal speaking skills in English--as well as others.

CALL has amassed a broad-based information system, which includes the county's Community Resource Information Bank (CRIB), a manual file cross-referenced to CRIB for specific agency referral, information obtained from ethnic newspapers and periodicals (which are regularly assessed by staff), and input from other agencies that systematically update information about their services. The information is organized in catalogs (developed from CRIB's computer-based files), in a circular card file (which serves as a cross-reference to CRIB and to the agencies not included in CRIB), and in a vertical file (which contains procedural information on how to contact agencies or implement instructions provided by any of the agencies referred through the circular card file). Information needs are determined by systematic needs assessments conducted by cities, federal and state documents indicating the need for specific information or services, demographic information, and the nature of the requests from individual callers. In addition, CALL's program has built in a systematic check on the quality of their services through an ongoing follow-up of clients and the agencies to whom clients have been referred.

The CALL system is representative of the L.A. County Library's commitment to serving the county's diverse population according to their particular needs. It is very much a part of the county's total effort to upgrade the quality of life for residents and is therefore entirely compatible with (although administratively separate from) the LIBRE literacy effort.

## D. Publicity of Literacy Education and Library Services

The LIBRE program has invested considerable effort in publicity and public relations for literacy and related library services. These have included the publication of well-designed brochures, posters, and information sheets, which have been developed jointly by the LIBRE coordinator, the library's public relations specialist, and the library's graphic artist. Television and radio announcements have been produced in a variety of languages and demonstration centers have been installed in public facilities (such as health clinic waiting rooms) to advertise the types of materials and services available in the Literacy Centers. Traveling displays and demonstration shows in bookmobiles also visit potential target areas throughout the county. The broad-based effort has resulted in publicizing the program not only to prospective clients, but also to other agencies and referral sources in the county. The most effective publicity strategy appears to have been the radio announcements; a great influx of new clients to the literacy centers followed a radio spot campaign.

## E. Funding Literacy Activities

During its first year of operation, LIBRE operated principally on a Title I LSCA grant of approximately $125,000. After the initial seed money source had been expended, the program received funds from the state and local levels to continue program operations. However, in 1978, state priorities changed from literacy to other issues, and all grant applications to state funds have since been turned down. The library has had therefore to absorb virtually all costs associated with running the program. This has been effected by the aforementioned cutbacks in materials allocations and the redistribution of work assignments for the LIBRE coordinator, which now require her to expend extensive time in other areas of library activity. However, because the program is considered a vital library service by the county librarian and other top administrators, staff time for tutorials, some materials, equipment, and facilities are now built into the library's regular operating budget, thus allowing the program to operate at an increased capacity to serve new and continuing clients. The cost of operating LIBRE is so inextricably contained in the library's general budget that an exact amount cannot be currently identified as the "literacy budget." Indeed, the Los Angeles County Library, already suffering from serious state budget cutbacks, presents an excellent example of an institution that has reallocated some responsibilities, cut out some non-essential program aspects (such as the acquisition of new but possibly duplicate materials), and capitalized on existing resources (such as existing materials collections and trained staff) to continue to meet clients' needs for literacy education services.

# III. SUMMARY

The Los Angeles County Library exemplifies an effort to provide a total range of services to its undereducated or special needs population through a variety of program approaches, despite budget cutbacks and some problems arising from funding situations beyond the control of the program. The primary reason for the continuing success of the program lies largely in the dedication and commitment of the library staff to continue to provide services to clients, regardless of the nature of the funding source or the title of the program. Indeed, LIBRE and its companion program CALL represent staff dedication to the concept of expanded community service and a thoughtful application and utilization of available funds for this purpose.

Nicholson Memorial Library
Garland, Texas

Site Profile

# I. PROGRAM DESCRIPTION

## A. Characteristics of the Library

### 1. Organizational and Administration Structure of the Library

The Nicholson Memorial Library in Garland, Texas serves a principally suburban municipality just outside the Dallas City limits. The library system is comprised of one main library and two small branches of fairly recent origin. The major thrust of the literacy program is the main library.

The Garland library is a city department that obtains its annual budget appropriation through the City Council. The library is headed by a Director, Assistant Director, and two Associate Directors (Public Services and Technical Services). The Assistant Director is responsible for coordinating the library branches and for outreach activities to the nursing home program, literacy program, etc.

The library also has an Advisory Board of nine members, who are appointed by the City Council. These appointments, however, are entirely political in nature. Thus the members' interest in the library varies considerably, depending on the nature of the membership during a given period.

### 2. Size and Characteristics of the Library's Service Area

Garland's library system serves approximately 145,000 persons. The population is primarily white, working class, and English speaking. A few non-native speaking groups have recently settled in the area, however, from Korea, Vietnam, and Eastern Europe. Very few Black and Spanish-speaking individuals live in this area. Recent local studies indicate that Garland's minority population is on the increase.

### 3. Library Staff, Facilities, and Equipment

The main library is a relatively modern structure that has been expanded in the past five years from 20,000 to 60,000 square feet. The floor plan has been arranged to facilitate study and in-library reading in separate areas throughout the stacks. The floor plan also allows a separate, but not enclosed, area for the literacy program activities, thus providing a centralized location for instruction and storage of literacy materials without segregating clients from the main body of the library.

The library's current collection contains 155,081 volumes. This collection is increased annually by approximately 14,000 new acquisitions. Much of the print collection consists of classical and popular fiction and "how-to" manuals, which are in demand by the library's patrons. In addition, the library has a non-print collection that includes educational and entertainment items such as records, films, sound and video cassettes, and sculpture for loan. The library also owns equipment for using audio-visual materials in the library, but none of this equipment is available for loan to patrons.

The Garland library system employs 15 professional librarians, 4 of whom are assigned to the two branches and 11 of whom operate out of the main library. These individuals have either an MLS or a BLS degree, in addition to considerable library work experience. Many of these staff members serve in both an administrative capacity and provide direct services. For example, in addition to the Director, Assistant Director, and Associate Directors, one professional staff member is assigned as a specialist in children's literature, one in fiction, one in humanities, one in business and technology, one in media, and one is history. All non-adminsitrative professionals are responsible for reference services and acquisitions in their respective areas of expertise.

The library also employes approximately 15 full-time non-professional staff members, who are responsible for clerical duties and circulation. These individuals were recruited through the Garland Service League or are paid CETA workers who serve the library but are paid through the CETA work program. Ten part-time non-professional staff members are recruited locally from high school or college to perform shelving and general clerical duties.

## B. Library Involvement in Literacy

The impetus for involvement in literacy education in Garland began as a result of a Texas State Library (TSL) workshop on literacy in 1974. One of the participants was Garland's representative, now the Associate Director of Public Services, who saw literacy education as an ideal vehicle for expanding the library's clientele and increasing the visibility of that institution in the community through increased services to those not traditionally served. The plan for the literacy program also took into account a 1974 needs assessment, sponsored by the City of Garland, which indicated the need for an educational service that would assist citizens in passing the GED examination and upgrading their vocational skills.

With the full support of the Library Director, the Associate Director for Public Services developed a grant proposal for LSCA Title I funds to start a Literacy Center in the library. From its first year of operation, Garland's library involvement in literacy education has been so successful that the Associate Director for Public Services and the Library Director have become increasingly committed to the program. And although they have provided little substantive input into the program, the library's Advisory Board has offered considerable support for the program through their enthusiastic endorsement of the literacy activities.

## C. Scope of the Library's Literacy Program

The Nicholson Memorial Library's Learning Center literacy program serves the entire city and, in a few cases, the outlying areas of Dallas County. The program operates out of the main library and is structured to accommodate clients who drop into the literacy center on a self-selecting basis. Aside from some seasonal variation in client participation, the facility serves approximately 100 individuals in any given month, with a wide variation in the number of clients using the facility at any one time.

The primary staff member involved in providing literacy education is a full-time teacher, who is available to work with clients during the hours that the library is open. She has one part-time assistant, who provides instruction during the library's evening hours once a week. The only additional staff member involved in the program is the associate Director for Public Services, who serves in a supervisory capacity for day-to-day staffing and materials acquisition decisions.

## D. Description of Program Activities

### 1. Types of Literacy Services

The major thrust of the literacy program is literacy instruction geared to the requirements of the Graduate Equivalency Diploma (GED) examination. Many clients come to the program with fairly strong reading capabilities, desiring to brush up on English skills and learn the additional subjects, such as math and science, required for the GED. Many clients are women who plan to return to the work force and who need a high school certificate to gain employment. Another large sector of the program's clients are out-of-school youth and young adults who have dropped out of school. These clients find the literacy program an acceptable alternative for preparation for the GED exam.

Virtually all instruction is individualized, paced to the needs and learning capacity of each client. On the average, clients receive four hours of instruction per week for a period of eight weeks. Of the 60 percent who attend the program regularly, approximately 99 percent successfully pass their GED examination after eight continuous weeks.

In addition to the GED preparation, the program also provides some literacy instruction to English-as-a-Second-Language (ESL) clients. Some of these clients have minimal literacy skills in their own language, while others are highly educated immigrants who need to become proficient in English to pass U.S. licensing requirements in their respective professions. All instruction is given in English, however, since neither of the teachers is bilingual.

The Nicholson Memorial Library has undertaken numerous publicity activities to promote their literacy services, using many types of media (including brochures, press releases to local papers, and radio and television spot announcement). Some publicity spots are done in Spanish to attract ESL clients. These activities have met with success, according to the Associate Director for Public Services, as evidenced by the sizeable increase in enrollment that follows a given publicity campaign. (TV and radio spots have been especially successful.) In fact, the impetus for undertaking a publicity effort is frequently a temporary decline in the enrollment or attendance figures. To date, the success of such publicity efforts has been an excellent source of program budget justification.

## E. Federal and State Involvement in the Literacy Program

In the years following their initial interest in literacy education in libraries, the State Agency's priorities have shifted. In part this can be attributed to a lack of funds that might have been earmarked for such programs. Because of designated responsibilities of the state agencies in Texas, the responsibility for adult education resides with the Texas Education Agency. The original grant program was cooperatively developed by the Texas State Library and the Texas Education Agency and required integration of both agencies' services.

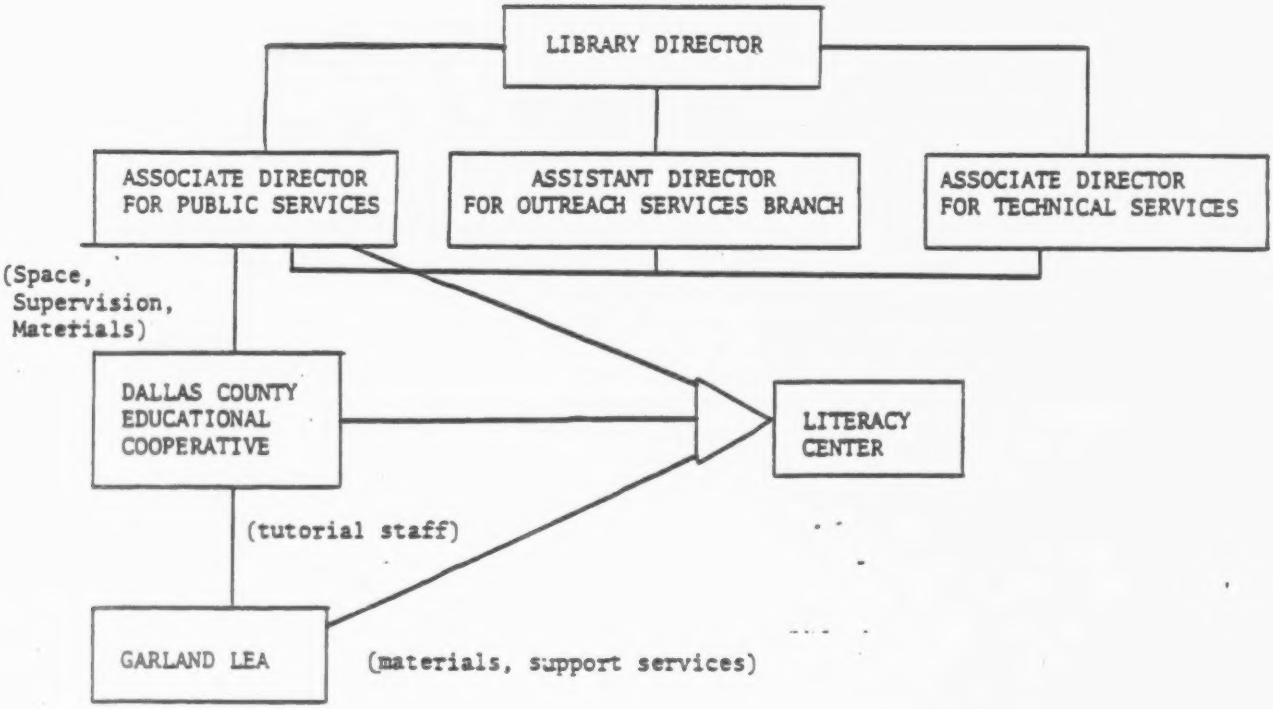
The funds for the teacher's salary are made available through TEA and are a combination of federal and state monies. It should also be noted that generally, public libraries are not eligible for most direct federal grants for educational activities, since they have not been designated by the federal government as "educational institutions." They must, therefore, work with and through those agencies that are eligible to apply for such grants.

## II. EXEMPLARY PROGRAM ACTIVITIES

### A. Interagency Cooperation

The initial LSCA grant for $10,000 could only be used for materials, both print and non-print, and operational supplies and activities. To be eligible for the grant, the cooperation and aid of the local educational agency and educational cooperative were necessary. LEA adult education funds were directed to the project through the Dallas/Rockwall Educational Cooperative and the Garland Independent School District to the literacy project. This arrangement continues to the present. These funds support the teacher's salary and such other support functions as are allowable. The library continues to provide the space, most materials, and such supplies as are required for operation.

The library, the regional Cooperative, and the LEA are pleased with the success of their collaborative effort to provide literacy services through the library. Over the years, the relationship between the three agencies has been largely informal on a day-to-day basis, lacking any conflict between the professional jurisdictions of the library and the education sector. As one representative noted, this has been a relationship characterized by a "tradition of openness and good communication." Much of this is attributable, however, to the attitudes and efforts of the individuals involved in the coooperative effort. Indeed, the cooperating agencies and the library staff agreed that the only major problems faced by the cooperative arrangement during the past five years have been "people problems, people who are rigid and do not fit into the flexible relationship that is necessary to allow this collaboration to work."


LIBRARY DIRECTOR
ASSOCIATE DIRECTOR FOR PUBLIC SERVICES
ASSISTANT DIRECTOR FOR OUTREACH SERVICES BRANCH
ASSOCIATE DIRECTOR FOR TECHNICAL SERVICES
(Space, Supervision, Materials)
DALLAS COUNTY EDUCATIONAL COOPERATIVE
LITERACY CENTER
(tutorial staff)
GARLAND LEA
(materials, support services)

The key figure in the cooperative effort is the literacy teacher, who must interact daily with those in a profession different from hers; i.e., she is a teacher and they are librarians. The long duration of her assignment, however, has allowed her to interact both formally and informally with the library staff to coordinate activities and make her program needs known.

## B. Funding Patterns

The literacy center's initial LSCA grant proposal provided only funds for materials acquisition for the first year of its life. As indicated above, many program aspects that had long-term cost implications (e.g., staffing, materials, supplies, anciliary services) were designed to continue to be absorbed by other non-library agencies. Moreover, what the library did contribute--space, supervisory services, overhead expenses, and most materials--was such that long-term expenses could be incorporated into the library's normal operating budget without seriously inflating any single part of it. For example, space and overhead expenses for the literacy program cost the library little beyond normal expenses for those items; the supervisory function was absorbed by the existing Associate Director for Public Services, in addition to her other responsibilities; and materials acquisitions have been regarded as part of the library's regular acquisition budget.

Indeed, the extent to which the literacy center budget is inextricably bound to the overall library budget is evidenced by the library's inability to isolate the expenses for the literacy program from the rest of the library's operating budget for any given year. Although the Associate Director for Public Services would like to obtain additional grants for the support of special projects (as will be described in the following section), she believes that the literacy center's funding through the library is secure for the near future. The only danger to the program's survival, in fact, might be the possible loss of the literacy teacher, which could occur if the Regional Cooperative experiences heavy budgetary cutbacks in the coming year.

## C. Materials and Instructional Strategies

Until the past year, the Nicholson Memorial literacy center relied on a variety of instructional materials, including print materials, audio-visual cassettes, and video-tapes originally produced for use on educational television. As indicated, all instructional materials and strategies focus on individualized, self-paced, and self-taught instruction, to allow the literacy teacher maximum flexibility in assisting students with individual problems and questions. To date, these multi-media approaches are still being used by approximately 65 percent of the center's clients, and have been found to be highly effective in preparing students for the GED examination.

In the past year, the Associate Director for Public Services, in her continuing effort to expand the instructional options available to students, contacted a community agency about the possible use of computer assisted instruction (CAI) packages for use in the center. Initial inquiries indicated that the cost of CAI was prohibitive for the library to consider for its literacy program. Impressed with the advantages of this teaching tool, the Associate Director--half jestingly--asked her informant to "keep her program in mind" if a way could be found to cut the heavy costs associated with CAI.

Within a month, the Associate Director was contacted about possible involvement in a CETA funded study to be conducted to validate the use of CAI in CETA educational programs. All expenses were to be covered by CETA, which had supported the design of an experimental study involving the use of CAI at two sites in Dallas County. The offer to participate in the study was accepted by the library on the understanding that the hardware and instructional package PLATO would be funded for a period of approximately nine months, and that further funding would have to come from funds generated by the library.

After some disruption during the period of installation, the terminals were installed and the PLATO package was ready for use. The literacy teacher reported considerable client interest in using the CAI package and students indicated that the PLATO teaching strategy cut down their need to work with the teacher. (This was a particular bonus for disaffected students who had dropped out of school due to difficulty with their teachers, since PLATO allowed them to work in a relatively "teacher free" environment.)

The Literacy Center's PLATO experiment has been deemed a success, although data on client gains are not yet available from the CETA sponsored study. Of particular note was the enthusiastic student reaction to the CAI strategy, which allowed students to feel that they had maximum control over their respective learning situations.

The PLATO experiment, however, was not without its problems. The most fundamental, possibly, was the library's inability to continue to support the program when the CETA funding period ceased. At present, the computer terminals have been removed from the library learning center. However, the wiring has been left intact to facilitate the re-installation of equipment if the library can find funding for CAI in the future. The most distressing aspect of this loss has been the client users' disappointment in the discontinuation of CAI instruction.

The library program staff are now considering new sources for funding the same or a similar CAI package. They are also learning about other CAI packages that may be installed and operated at a lower cost than the PLATO system, which was hooked to a Control Data Corporation computer in Minneapolis, Minnesota.

## Glenridge Junior High School Library
## Landover Hills, MD

## Site Profile

# I. PROGRAM CHARACTERISTICS

## A. Characteristics of the School and Its Library

Glenridge Junior High School serves students from predominantly working-class families in Landover Hills, Maryland, a suburb of Washington, D.C. The school population has shifted from a predominantly white, neighborhood-based group to approximately 50 percent black, many of whom are bused to the school from more distant neighborhoods. Indeed, nearly half the school's student body of 725 is currently bused to Glenridge.

The school library, which is staffed by one professional and one library aide, operates under the direct jurisdiction of Prince Georges' County Office of Library Media Services (OLMS). OLMS, which serves all schools in the county, provides the library with its annual budget appropriation, assists in the selection of the professional library staff, and provides ongoing support services to libraries for special programs and planning. Library activities are thus monitored and supervised by one of OLMS's Area Specialists, who works with librarians to ensure that they are maximizing their ability to provide services to each school. Librarians are, in turn, accountable to the Area Specialists for the quality, nature, and scope of their activities. The roles and relationships between Area Specialists and librarians are clearly and formally delineated in the OLMS's Procedural Manual, which contains directives and standards for school libraries throughout the county.

The Glenridge Junior High School library is large and well stocked with approximately 15,000 volumes and many audio-visual materials, and has been designed to facilitate group study in the library. The librarian, who has served the school for 22 years, has developed the facility from a small room with a collection of 1,685 volumes to its present state through continued pressure on the County School Board to make the library a major resource for the entire school to draw upon. She was supported in this effort by the former school principal, who encouraged the expansion of the library to meet the needs of the classroom teachers in all disciplines. As a result of the combined efforts of the principal and librarian, the Board eventually approved funds for the construction of the present facility, which now includes a reading/study room, library class room, and two smaller, separate rooms for the use of audio-visual materials.

## B. Background and Nature of the Library's Involvement in Literacy

The Glenridge library's involvement in literacy focuses primarily on 1) the enrichment of the school's curriculum through formal and informal means and 2) educating students about the most effective ways to use library facilities in the course of research or problem solving. The library is concerned primarily with dispersing information and improving reading skills, rather than with direct instruction in reading. To achieve this end, the library collection includes a large collection of high-interest, low-level reading materials, including talking book kits, audio-visual materials, paperback books, and even educational comic books. The assumption is that students may need to be led into the habit of reading and acquiring information from their library, and that skills will develop and improve as an outgrowth of repeated use. The library program also seeks to familiarize students with the concept of utilizing multi-media material in connection with school assignments.

The library's program has been designed and implemented mainly by the school librarian, with support and assistance from the Area Specialist, the teachers, and the principal. Indeed, her view of the school library's role has long been that facility's involvement in every aspect of school life, serving as a resource of information and a central location for many curriculum-related activities. During her tenure, the school librarian has promoted her library and the role that she can play to help teachers enrich their normal curriculum through special program activities. At the present time, the Glenridge School library is viewed as an integral part of the total school offering and is widely used by teachers to expand or supplement their classroom work.

## C. Program Activities

As indicated above, the librarian has worked for two decades to build the library's collection to meet the needs of teachers and students. In selecting new materials, the librarian focuses on three major considerations: 1) whether the material has been requested by a teacher, 2) her own experience and judgment, and 3) whether the material is included on the list of County-approved purchases. In recent years, purchases in paperback books have increased considerably--involving currently about one-third of the school's total book budget--since students seem especially likely to check out and read these types of volumes. There has also been an increased emphasis on audio-visual materials, since more and better quality choices are available each year, and on the development of special collections in areas such as career awareness and sex education.

Because of the inherent nature of a school library (i.e., it is operated and funded by a Board of Education, exists for a specified population, and is part of the infrastructure of the school institution), Glenridge's school library has little need to engage in cooperative activities with outside agencies.

## II. EXEMPLARY PROGRAM ACTIVITIES

### 1. Learning Stations

In the Glenridge library are learning stations that focus on special projects designed by individual teachers in conjunction with the school librarian and her aide. Some of these projects are curriculum-specific, such as hands-on practice in completing business forms as part of a classroom assignment in Business Education. Others may be supplementary to specific curricula, such as a career awareness unit on occupations in the sciences, developed by the librarian and the science instructor.

The "stations" are self-contained centers spread throughout the library. They are geared to small-group activity. Projects are structured so that students progress from one center (or table) to another, as they move toward completion of the total project activity. In some cases, this means that stations are sequenced with increasing levels of difficulty. In others, topics for each station are simply organized by particular content areas. Each station is equipped with instructions, worksheets, materials, and equipment that students will need to complete the assignment. The librarian is instrumental in preparing many of these instructional packages, and in selecting materials and equipment appropriate to the specific assignment. The librarian and her aide (who, capitalizing on her personal talents, creates many of the graphics required for lessons) actually set up the stations for the class participating in a given project.

The "stations" concept was initiated by the librarian. The implementation effort required considerable planning for the full range of possible uses of stations, preparation of materials for designating certain tables as stations, and, most importantly, extensive work with teachers to promote the concept and obtain input on their instructional needs. Teachers' response has been enthusiastic, since the plan allows them the time and opportunity to work closely with small groups of students, rather than with the entire class. The teachers are also most appreciative of the assistance provided by the library staff in preparing materials and selecting resources. As one noted, "They make it (the stations) so easy to use. All we have to do is bring the class to the library."

### 2. Student Use of Multi-Media

The Glenridge library places major emphasis on teaching students to use many forms of media in executing their lessons, especially for book reports. The purpose of this strategy is to help students present their material in the most effective way possible (e.g., using graphic illustrations to highlight a report, or studying oral and body language techniques before giving a class presentation. Indeed, knowing how to make full use of the media is considered to be an important aspect of an individual's ability to communicate clearly with others. The mastery of such techniques is viewed as part of the basic skills.

One such application of multi-media use is to videotape oral book reports by students. The actual filming is carried out by older students, who have been trained through the auspices of this library to use this equipment properly. The videotapes are subsequently played back so that students can observe how they look and sound to others, with an eye toward refining their oral skills. Interestingly enough, despite the almost inherent self-consciousness of junior high school-age students in front of their peers, most students reacted to the videotaping experience responsibly and seriously.

Students are also being instructed on how to prepare illustrations and graphics for use on an overhead projector to highlight a written or oral presentation. The library has set aside several small rooms where students can spend class time practicing ways to make effective, attractive presentations.

Virtually all students are taught how to use the library's audio-visual equipment, including listening stations and video-tape receivers. This instruction has resulted in the expanded use of materials, such as talking books, by students during their free time. A few students are selected by teachers or the librarian for training in the use of more complicated equipment, such as the videotape camera. These students are then responsible for using the equipment to assist teachers in special projects. To encourage student use of audio-visual equipment, the library has made it widely available to students on overnight loan for their own projects, requiring only a permission slip from parents to ensure that the item will be returned. The library has also set up equipment stations at major points in the school building to facilitate teachers' use of items, since the two-story school building has no elevator.

### 3. Cooperating with the Reading Teacher

In her continuing effort to be accessible to all school staff, the librarian has been heavily involved in the school's reading program. Specifically, she confers with the Reading Teacher to determine the special needs of specific students and works to coordinate high-interest, low-level acquisitions that will be purchased during a given year. She has also developed enrichment activities and special projects, such as the instigation of a 20-minute sustained silent reading period per day for all classes in the school. This reading period is designed to encourage students at all skill levels to increase the time they spend reading eacy day.

### 4. Peer Tutoring

Glenridge Junior High School participates in a formal peer tutoring program that operates outside the auspices of the library. Specifically, seventh-grade students with low reading skills are identified and carefully trained to work with elementary age children who also have reading difficulties. The purpose is two-fold: to improve the reading capabilities of the young children and to reinforce the tutors' own reading skills through their tutoring efforts.

The young tutors receive highly structured training in the techniques of tutoring elementary students, and are responsible for keeping progress records of the students to whom they are assigned. As the year progresses, they are allowed to adopt a somewhat more eclectic approach to instruction, based on their increased knowledge of the individual children's special needs. The effectiveness of the tutorial effort has been consistently demonstrated by the improvement of reading scores for both elementary and junior high students. Teachers have also noted that the responsibility of serving as a tutor for younger children serves to improve the behavior of the junior high school students, particularly as they gain a sense of achievement.

### 5. Library Skills Development

The school library is continually involved in developing and upgrading students' knowledge about how to use a library effectively and efficiently. Indeed, Office of Library Media Services has issued a series of articulated standards, specifying what students should know about the library at every level, from kindergarten through grade 12. The librarian, therefore, provides students with direct instruction in areas such as use of the card catalog and the logic of the Dewey Decimal system. In addition, she works with teachers to prepare special projects in which students will have to assess reference and other materials. Many teachers have taken advantage of this opportunity, and routinely use the library as a classroom setting at least once a week.

### 6. Other Library Involvement

Throughout the years, the library at Glenridge Junior High School has been involved in Prince George's County activities in connection with the objectives of the Central Area Office. Two of these activities are the Write-A-Book Festival and the Film Festival.

Montgomery College Resource Center
Takoma Park, Maryland

Site Profile

# I. PROGRAM DESCRIPTION

## A. Characteristics of the Resource Center

### 1. Organizational and Administrative Structure

Montgomery College is a two-year multi-campus community college in Montgomery County, a Washington, D.C. suburb in Maryland. The Takoma Park campus lies immediately adjacent to the District of Columbia. The Resource Center of the Takoma Park campus houses two organizational units, the traditional campus academic library of print materials and second administrative unit called the Learning Resource unit. The latter focuses almost entirely on instruction, innovative instructional strategies using print and nonprint media and materials, instructional development, and technology. The special needs of students and faculty are served by the Learning Resource Learning Lab, Testing Center and technical delivery and materials teams, a compact film projection auditorium called the Film Lab, and a videotape recording studio called the Video Lab. Learning Resources also manages special programs. One such special program is the College of the Air, through which credit is offered for television courses aired by the Maryland Center for Public Broadcasting. Another is the vital component of the campus literacy program--Communication for International Students (CIS)--which is the topic of major concern in this report.

In addition to their physical separation and the difference in their primary functions, the two units are also independently administered by their own directors and have separate staffs (see the attached organizational chart). The Library unit is autonomously administered by a librarian, whereas the Learning Resource unit is headed by an instructional technologist with library and management training, extensive teaching experience in the humanities and English composition, and certification in teaching English as a Second Language Each of these administrators operates independently from the other, except in cases where it is necessary or desirable to coordinate activities, staff assignments, or acquisitions. When such a need arises, decisions are made jointly by the library director and the director of Learning Resources. The two units share one common cataloger to cut down on expenses and to facilitate the cross-referencing and coordination of the two collections.

### 2. The Learning Resource Staff

The Learning Resource staff is divided into four major teams: A materials team is responsible for the identification, evaluation, and acquisition of Learning Resources materials. The faculty head of this team works closely with the cataloger to ensure that the Learning Resources system is followed. This system was designed to accommodate the needs of users of Learning Resources materials, particularly students using the Learning Lab. Prior to purchase, all materials are previewed with the aid of the appropriate instructors. The materials are primarily nonprint, but sometimes are packaged in kits that include print components. A printed catalog and supplements are distributed at least once yearly for user convenience. The materials team is also responsible for master storage of the collection; the Learning Lab checks out materials for lab use or the delivery team checks out materials for classroom use. The team assists faculty in the production of slide-tapes and photography, for which there are darkrooms, or with audio and video programming.

The Learning Lab team is supervised by an experienced faculty member. This team deals directly with instruction in the Learning Lab, prescribes materials for individualized instruction, works with students on a tutorial basis, consults with faculty who send students for special or supplementary work, conducts individualized pre-college literacy skills programs, cooperates with the College Community Services program director, and operates the Testing Center. The Testing Center administers campus-wide placement, diagnostic performance mastery, and skills tests, as well as tests in the various disciplines as requested by faculty. A Scantron scoring machine scores tests for faculty classroom use or for individualized tests given in the Lab. The Learning Lab staff must be conversant with all types of electronic hardware and the best applications of software to the students' problems, and expert in human relation.

The instructional technology delivery team, which is a key to the efficient operation of the highly technological Learning Resource unit, tracks, delivers, and operates the myriad types of equipment required for nonprint materials in the campus classrooms, the film lab, or the video lab. Its function is to provide the human resources needed to operate hardware in these physical locations.

A fourth team is a general instructional support group, consisting of an electronics technician (who is responsible for all maintenance systems and for the video studio); a secretary (who handles campus-wide film rental and learning resource accounts, and provides typing support for the faculty team working with literacy problems of international students); and a senior clerk in the director's office (whose job includes handling the details of registration for credit courses on television, called the "College of the Air").

3. Size and Characteristics of the Resources Center Area

The center is designed to serve primarily the Takoma Park campus's 3,772 students and its staff of 165, although staff and students at other Montgomery College campus sites also have access to its materials and services. The college also offers these facilities to community groups in the greater Washington, D.C. area, for a fee.

The Takoma Park campus student body exhibits several unusual characteristics that result in part from its location on the outskirts of Washington, D.C. First, approximately one-third of the enrolled students are non-native speakers of foreign origin, with many different levels of competency in English among them. Starting in 1974, the campus experienced a large influx of Vietnamese and other Asian refugee students. More recently the predominant group has been Iranian. New arrivals now have increased the numbers of Asians and Hispanics enrolled as students. Some of the students are the children and spouses of Washington's diplomatic community, but the greater share of students are either permanent residents of the U.S., refugees, or foreigners on student visas. This last group is very much tied to the college, since their continued presence in the U.S. is dependent on their academic performance. Of these foreign nationals, approximately 140 are enrolled in the campus's full-time literacy program (Communication for International Students) for at least one semester, which means that they utilize the services of the Learning Resource Learning Lab on a daily basis. Secondarily, nearly 20 percent of the student body is made up of graduates of Washington, D.C.'s inner-city school system, which ranks among the lowest percentile in the nation's reading scores.

Although a major emphasis of the Learning Resource unit programs is on literacy or English-as-a-Second-Language (ESL) activities, the unit is intended to serve each of the college's 17 academic departments or programs, depending on the specific needs of those areas. In some cases, this involvement requires only the lending of equipment and staff to operate it, whereas in others it requires the addition of the literacy program into a regular departmental curriculum, as will be described in a later section.

### 4. Staff, Facilities, and Equipment

The Learning Resource unit staff is comprised of the director, four teams of specialists (already described), a part-time instructional aide to provide tutorial help in the Learning Laboratory, and students to serve in various capacities as aides in each of the unit's four major areas. In addition, as already stated, the Learning Resource unit shares the services of a full-time cataloger with the library. This staff has shown stability over time; most of its members have worked there since the inception of the program in the early 1970's. This phenomenon has facilitated communications among the staff members and has allowed them to revise procedures and professional responsibilities as the program has expanded over the years. The result is a group of individuals who are separately and collectively very clear about their respective roles and responsibilities in the Learning Resource unit's operations, and who have developed considerable trust in and respect for one another's capabilities.

As noted earlier in this report, the Learning Resource unit's emphasis on nonprint educational materials requires the extensive use of films, filmstrips, multi-media packages, and video tapes and the attendant electronic equipment required for their use. The Learning Resource unit also houses a video recording studio, which is used by the entire campus as well as by the literacy program. The maintenance required by this extensive collection of equipment is described in the "Exemplary Program" section of this report.

The Resource Center facility housing the Library unit and the Learning Resource unit, is of recent origin. It was designed to meet the specifications of both units. The ground floor, on which the Learning Resource unit is located, contains extensive study space, with built-in audio-visual equipment for daily student use, audio-visual viewing rooms for small group or individual use, the recording studio for making audio and video tapes, and a central core space for storage of materials and equipment. The upper floor of the building is devoted to the Library unit. It also contains a central, comprehensive catalog of the materials in both the Library unit and the Learning Resource unit.

## B. Resource Center Involvement in Literacy Education

The establishment of the college's literacy program, Communication for International Students, was a natural result of the increasing numbers of foreign nationals at the Takoma Park campus in 1974. Some of these students could read English, but not speak or understand it; others lacked any systematic knowledge of the language. Thus the program's major emphasis was on teaching students English as a Second Language and other skills necessary for succeeding in the regular academic program.

Communication for Intenational Students emerged in what is essentially its present form of classroom instruction supplemented heavily by Learning Laboratory assignments in the Learning Resource unit. Originally under the auspices of the Learning Resource unit, the program was moved to the Department of English at one point for funding reasons, but was later moved back to the Learning Resource unit when administrators found that the demands of operating the program were too much for the already overtaxed English Department.

The program expanded as the numbers of foreign-born students continued to swell in the mid- and late 1970s. Thus, the school's commitment to become involved in the literacy education has been a direct outgrowth of the special needs of the student population it has attracted.

## C. Scope of the Program

The Communication for International Students program has been designed as a comprehensive approach to building and improving communication in English skills for foreign-born non-native speakers from many different countries and at many different levels of proficiency, bringing them to the level required for entering the regular academic program and, later, the job market. The program cycle is initiated at the student's entry. A testing program determines each student's level of English proficiency. For most foreign students, the Communication for International Students program not only provides instruction in ESL, but also helps to orient them to their new environment in the eastern United States. For example, while some students may need to learn only how to speak and understand English, others may also need to learn how to use a telephone, find housing, enroll their children in school, and survive in their communities on a day-to-day basis.

The program has served approximately 140 foreign students per semester, with some of these entering for the first time and others re-entering a second semester. The program activities and instructional staff have served to provide new arrivals with a broad-based understanding of their new environment, and the ability to cope with it.

In addition, the Learning Resource unit has served a substantial number of students each year in various review courses. This program is aimed at attracting permanent residents in the surrounding community. It emphasizes individualized lab-related learning activities designed to help persons whose level of English, work schedules, or interests do not permit them to enroll in the CIS program.

A third facet of the Learning Resource unit's services involves the improvement of reading and writing skills for native English speakers, some of whom have been identified as learning disabled. These persons are identified on campus through placement tests and in the community through contact tests with the non-credit arm of the institution, Community Services. Various institutions in the area (such as the Army hospital and job training groups) contact the Learning Resource unit formally or agree informally to send students for remediation in basic English. Other community residents come in simply to use the center for their own personal improvement or to increase job mobility.

In addition, the Learning Resource unit's program oversees the enrollment of a substantial number of students in credit offerings of the Maryland Center for Public Broadcasting. College of the Air students may view the programs at home or in the Learning Lab, where they also take their exams.

## D. Description of Program Activities

The Communication for International Students program operates as a self-contained unit at the Takoma Park campus, with all of its required courses available on campus. Additional services include the capacity for materials identification and acquisition; instructor and tutorial services; equipment acquisitions, maintenance, and repair; publicity and graphic arts; and production of high quality videotaped programs. Although these facilities are available to students and faculty at the other Montgomery College campuses and to community groups, the Communication for International Students program and the Learning Resource unit have resulted entirely from the efforts of the Takoma Park staff.

The Communication for International Students program involves two basic components. The first consists of daily (week day) classroom instruction in the basic skills of listening, speaking, reading, and writing, and in study and survival skills. There is a strong emphasis on learning how to "read" visual images. This visual literacy component of the program is taught by the director, with whom the students meet bi-weekly for film study and lab exercises. The director is assisted by a team of part-time faculty who are hired explicitly for the program (i.e., they generally do not have other academic assignments at the college). Due to the highly diverse origins, languages, and dialects of the program's students, all instruction is given in English.

The second major component involves required communications skills lab assignments--an additional five hours per week--in the Learning Resource Lab, which are keyed to the classroom instruction. A part-time instructional aide in the Learning Lab works closely with classroom instructors to ensure the coordination of each student's total program activities. For example, the instructional aide is provided each week with a list of student assignments. He or she corrects student papers and provides feedback to the instructors on a regular basis. This arrangement allows the aide to be aware of each student's progress at any given point in time and provides him or her with a basis for assisting students in specific problem areas while they are in the Learning Resource Lab.

In addition to these two basic program components, the Communication for International Students program includes a number of other important support activities. One of these is a variety of testing services provided through the Learning Resource unit's Testing Center, where foreign students are routinely pre-tested. The testing services also provide staff with a basis for identifying which students are ready to move from one level to another, or to exit into regualr credit courses. A second area of support services allows the program to create as many types of audio-visual materials as they desire. This includes the services of a full-time graphic artist, who can design transparencies and other materials on an as-needed basis. The video-recording studio, similarly, is used for many special-purpose projects geared to student instruction, the full range of which is described in the section "Exemplary Program Features."

## II. EXEMPLARY PROGRAM FEATURES

### A. Forward-Planning Strategies

When the Communication for International Students program was instituted in 1974, the program was afforded very little space and suffered from a lack of equipment and audio-visual materials. The program has reached its present, much-expanded state with few mistakes or false starts, as a result of meticulous planning based on projected growth and practical experience of the Director of Learning Resources. These formal, five-year plans have been used each year as the basis for determining immediate needs and required purchases. For example, the director may decide not to purchase specific materials because (1) the program does not have the requisite equipment with which to use them or (2) the materials will be quickly outdated due to specific technological advances. As a case in point, the Learning Resource unit has not yet invested in computer-based instruction materials or equipment, since further refinements in this field will appear within the next few years.

A second example of the way planning and experience have facilitated orderly, productive growth may be seen in the design of the Learning Resource facility. Specifically, when the college announced plans for building the Resource Center, the director was able to assist in the design and floor plan based on her projections of space needs and plans for increased Learning Resource capabilities, e.g., the video-recording studio and the viewing room). As a result, the new facility is well laid-out and meets the needs of the campus and its various disciplines.

### B. Materials and Instructional Strategies

#### 1. Uses of Videotape

An indicated earlier, the video-recording studio is available to the entire Takoma Park campus and has been used by dance classes, drama groups, and the Communication for International Students staff to prepare tapes for video instruction. The special qualities of videotape (i.e., is ability to "film" virtually any scenario quickly, efficiently, and cost effectively) have been an added dimension for the improvement of ESL and native speakers' communication skills, since the student's perception of the way he or she looks or sounds is an important aspect of this learning. All ESL students are pre-tested and post-tested on video tape to measure entry level skills, progress and teaching effectiveness. In some cases, a class exercise may combine verbal communication skills with survival skills, such as using a telephone correctly and speaking clearly, in a videotaped role-playing session between two or more students. The tape is then played back immediately so that the students can evaluate their own performance and use that knowledge to try to perfect their techniques in communicating and using unfamiliar instruments or modes of communication.

### 2. The Team Approach to the Delivery, Use and Maintenance of Equipment

Because the Communication for International Students/Learning Resource program is so highly focused on non-print, multi-media materials, the Learning Resource unit has acquired virtually very type of audio-visual equipment, which is also available to any classroom instructor on the campus. The Learning Resource unit's full-time electronics technician has developed a high specialized system for purchasing, maintaining, tracking, repairing, and taking inventory of each piece of equipment. First, each piece of equipment is logged in or out on a master sheet when it is borrowed or returned to the section. This enables the technician to know the precise location of every item at any given moment in time. Secondly, careful records are kept of the performance life of every machine and its individual parts, so that the technician can predict when a part or a machine will wear out. This allows the technician to advance-order parts before they are actually needed and to service equipment regularly to minimize actual breakdowns during use. Finally, the team of full-time instructional technology aides is routinely available to transport and operate equipment in any campus location, thus providing instructors with additional incentive to utilize the equipment on a regular basis.

## C. Coordination of Literacy Program Activities with Other Academic Departments

One important aspect of the Communication for International Students program is the development of procedures for phasing students with newly-acquired skills in English into the regular academic program. Specifically, the director, in cooperation with the dean of the Humanities Institute, has developed three courses that provide foreign-born students with a transition from the specialized, non-credit Communication for International Students program into regular English classes. Thus, after one or two semesters in the program, the typical student is prepared to move into one of two specially designed English courses. (One of these operates at a level of difficulty that requires regular Learning Lab reinforcement.) Freshmen English courses are also attended by native English-speaking students who need to improve their basic skills, thus providing foreign students with exposure to U.S. students.

A second coordination effort between the Learning Resource Center and academic department is the identification of students who have "slipped through" the education system and thus have poor reading and communication skills. Ths effort originally grew out of concern over the accidents occurring in science lab classes, which were found to be the result of students' inability to read and comprehend the printed lab experiment instructions. Through systematic testing of all students, the Learning Resource Testing Center helped to determine which students fell below the acceptable level of reading comprehension skills. Those found to be below that level were assigned to a remedial program, which involved intensive work in the Learning Laboratory, before they were permitted to continue experiments in the lab. The Learning Resource unit's plans to expand on this effort in other academic areas.

## D. Stability of Funding

Throughout its ten-year life, the Learning Resource unit has been funded completely by the college. Despite many budgetory cutbacks across all academic areas, the unit has actually been able to increase its annual budget to expand its services and facilities for students and faculty. This has been possible for two reasons: (1) the numbers of native and non-native enrollees with communication problems have increased each year, and (2) the units zero-based budgeting system has resulted in strict accountability and cost-efficiency in all areas of its endeavor. To a large extent, this has been made possible through forward planning, realistic projections, and planned growth over time. For example, the purchase of new equipment or materials takes into consideration all maintenance costs, cost-effectiveness, and longevity so that the unit does not find itself with assorted purchases that are in poor repair or that are rarely used. The director knows the necessary acquisitions for a given year, what they will cost, and who is accountable for their use. Even the need for replacements of existing equipment or materials must be carefully justified through documented support of a specific program or activity within the college curriculum. Staff feel that such forward planning prevents the program from starting new activities that will later inflate or burden the budget.

## III. SUMMARY

The Takoma Park campus's Learning Resource Center is an example of a literacy program based on demonstrated needs within its own community, meticulous planning, and the ability to integrate its resources into the total academic program of the college. The literacy program started with only the bare essentials required for program operations and has systematically expanded over a six-year period to keep pace with the ever-increasing demands for its services to orient foreign-born students to the language and culture of the United States.

MONTOGOMERY COLLEGE
LEARNING RESOURCE CENTER
TAKOMA PARK CAMPUS

## Recommended Position, Structure, and Responsibility

CAMPUS CHANCELLOR

DIRECTOR

| Learning Lab Team | Instructional Technology Delivery Team | Materials Team | General Instructional Support Team Serving Total Unit |
|---|---|---|---|
| Team Leader | Team Leader | Team Leader | Electronics Technician |
| Academic instructor--assists in instructional and developmental systems. Learning/Lab Testing Center Supervisor | Senior Instructional Technologist | Materials Specialists and Cataloger | Secretary--Secretarial duties<br>CIS |
| | Instructional Tech Assistants | Graphics and Materials Instructional Technologist | Senior clerk--Accounts<br>CIS<br>Film rental<br>College of the Air |
| Senior Instructional Technologist | | | Instructional Tech Assistant--responsible to director, but assighed to support systems teams or Learning Lab teams on regular or contingency basis |
| Instructional Assistant and Instructional Assistant/Technologist | | | |

This recommendation uses present positions, but proposes titles more appropriate to unit and college objectives and functions.

Draft structure: July 1980

## ORGANIZATION OF THE OFFICE OF THE LEARNING RESOURCES CENTER --BY FUNCTION

MONTGOMERY COLLEGE
TAKOMA PARK CAMPUS

PRESIDENT

ACADEMIC VICE-PRESIDENT

CAMPUS CHANCELLOR

**DIRECTOR OF LEARNING RESOURCES**

UNIT MANAGEMENT
INSTRUCTIONAL DEVELOPMENT
WORKSHOPS AND CONFERENCES
INDIVIDUAL CONFERENCES

| Instructional Technology Delivery Team | Materials System Team | | Learning Laboratory Testing Center System Team | GENERAL SUPPORT TEAM | | |
|---|---|---|---|---|---|---|
| | In House | Commercial | | | | |
| Delivery of instructional technology support; campus photocopy | Materials graphic arts, photography, master storage | Selection, ordering, processing, taking inventory | Individualized instruction; developmental support; CIS and basic literacy; campus-wide testing services; media course and testing support for all disciplines. | Secretarial duties | Film booking system, supplies; accounts, typing | Hardware review, selection, maintenance, consultation and system design, video studio supervision |

Instructional Technology Aide: "Floats":--assigned to other teams on regular schedule and as-needed basis.

Functions: July 1980

Rehabilitative School Authority
Richmond, VA

Site Profile

# I. PROGRAM DESCRIPTION

## A. Characteristics of the Rehabilitative School Authority

### 1. Organization and Administration

The Rehabilitative School Authority is an independent state agency vested with the responsibility for operating all educational programs in correctional facilities in the Commonwealth of Virginia. In carrying out its mandate,* the Rehabilitative School Authority (which acts in cooperation with the Virginia Department of Corrections) plans, staffs, monitors, and provides funding for both libraries and classroom activities for youthful and adult offenders in the state. Thus, the agency effectively serves as a state-wide school district geared to the special needs and concerns of its inmate population.

The agency is administered by a superintendent who works directly under the supervision of the eleven-member Rehabilitative School Authority Board, comprised of representatives from the state's departments of Education, Corrections, Adult Services, and Youth Services. The organization of the agency is broken down into two basic areas--Finance/Administration and Education; the latter contains an academic component and a vocational education component. The library activities, which are overseen by the coordinator of library programs, are linked directly to the academic component and serve both the postsecondary and pre-GED sectors. The library also provides recreational/information resources for the population served by each facility.

Within each of the 17 correctional facility sites there is a school and library staffed by a principal, a librarian, an academic teaching staff, and a vocational teaching staff. These individuals operate under the jurisdiction and supervision of the state staff, but must also carefully coordinate their respective efforts with the institutions in which they are located, to ensure that the institutions' primary goals (i.e., corrections) are met in addition to the Rehabilitative School Authority's objectives (e.g., education, personal growth, rehabilitation and improved personal concepts). Such coordination is accomplished through regular meetings and conferences with the prison warden at each facility and through Rehabilitative School Authority staff representation on prison committees. Rehabilitative School Authority staff often participate in determining reclassification of a particular prisoner's institutional status, based on academic achievement and behavior. On occasion, however, Rehabilitative School Authority staff have cooperated with prison guards to maintain security during emergency situations.

### 2. Characteristics of the Population Served

Although the Rehabilitative School Authority's correctional institutions are designed to serve two distinct populations--youth and adults--

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* The legislation that created the Rehabilitative School Authority were Virginia Public Laws 22-14.3-41.7 in 1974.

a wide variety of inmates are housed within each type of facility. Youthful offenders range from adolescents to young adults of 18, while adult offenders range from 19 years old to senior citizens. The reasons for incarceration are similarly diverse, encompassing major social crimes (such as murder, rape, assault with a deadly weapon, robbery, and drug dealing), less serious crimes (such as unarmed robbery, fraud), and crimes that, although illegal, do not threaten the safety of others (such as drug abuse, and, for youths, incorrigibility and running away from home). Thus, the Rehabilitative School Authority program must meet a broad spectrum of human needs to accomplish its goal of rehabilitating individuals to the extent that they can become productive citizens when their sentences have been completed.

The two characteristics that are shared by the majority of inmates--regardless of age, sex, or nature of offense--are cultural and economic deprivation. Evidence of these can be seen in the average reading score of incoming inmates--6.5 grade level--despite the fact that over a third of the adults have at least completed high school. An additional 50 percent of all inmates have not completed high school, with 37 percent of those having only completed junior high school and 13 percent having completed only elementary school. Overall, inmates were found to be lacking in essential reading, writing, speaking, and computational skills, skills necessary for obtaining jobs, receiving a driver's license, applying for credit, or even counting change.

One facet of inmates' low basic skills is a poor self-concept, which interferes with their ability to adapt to a different, more productive way of life after release from the correctional institution. However, the Rehabilitative School Authority program staff have found that academic success tends to increase an individual's sense of accomplishment and personal worth, leading to better behavior and planning for the future. For this reason, the program has been structured to induce an achievement orientation, which enhances self-improvement concepts in participants' minds.

### 3. Staffing

The Rehabilitative School Authority staff are professional educators (presently 226 instructors and 29 aides) and librarians (presently 15) in the state of Virginia. The staff overall has shown a good deal of stability, as indicated by the low turnover rate each year and by the number of years served by many individuals. This appears to be the result of at least two factors: (1) due to the somewhat unusual circumstances of their employment, Rehabilitative School Authority staff are required to be flexible, innovative, and motivated, which leads the program to draw upon persons who were students in the program; and (2) the Rehabilitative School Authority frequently promotes from within to fill administrative vacancies, thus providing staff with incentive to stay within the Rehabilitative School Authority system.

Candidates for instructional and librarian openings are sought through intra-agency vacancy notices, newspaper advertisements, and word-of-mouth in the professional community. Qualified candidates are interviewed and selected by central office personnel officers, local school principals, and the Director of Academic Services. Librarian positions include the Coordinator of Library Services. Librarians are often selected as needed by the Librarian Selection Committee, which consists of the State Library Agency, Institutional Consultant, the Director of Academic Services, and the Coordinator of Library Services.

4. Facilities and Equipment

The Rehabilitative School Authority operates two basic types of educational facilities. The first of these operate in correctional facilities and are considered major schools, staffed entirely by paid, professional persons. Making up the second type of school setting are the 29 Correctional Field Units operating with smaller institutional populations of 100-150 men, which utilize both paid and volunteer staff and usually, because of classroom and space shortages, do not offer a full educational program of academic and vocational courses. They do, however, provide GED/ABE level classes to youth and adult offenders who are serving sentences in facilities outside major correctional institutions.

The space assigned for library and classroom use in correctional institutions varies considerably, depending on the facility in which each is housed. Frequently, the library consists of a single room, although some libraries also have small listening rooms for the use of audio-visual materials. A considerable effort is made in all cases, especially in youth correctional facilities, to make the appearance of the library attractive and relaxing so as to encourage inmates to spend leisure time there.

The library collections also vary widely, depending on the institutional population to be served (i.e., by age and sex). Nearly half of all new materials consists of periodicals (approximately 25-30 percent of the budget), since this form of literature appears to be especially attractive to inmates. Considerable effort has also been made to emphasize paperback book collections, since experience has shown that prison readers are much more likely to check out and read paperbacks than they are hardbound materials. Each library also maintains a relatively small reference section and a non-fiction collection. Much of the latter is composed of vocational and "how-to" literature, which is of interest to inmates.

The Rehabilitative School Authority has developed and periodically updated a formal materials-selection policy, to assist in building library collections that are geared to the interests and information needs of the various correctional facilities. This policy recommends consideration of:

- varied client interests in different institutions;
- varied reading capabilities of inmates, with special emphasis on high-interest, low-reading-ability materials;
- information needs of clients, especially in those topic areas concerning vocational education and career awareness;
- clients' needs for information on current events, social change, etc., which will help them keep abreast of occurrences in the "outside" world;
- clients' needs for self-help materials to enrich psychological, emotional, and/or religious areas of their lives.

In addition, each library and school unit operating in a youth facility reports additional objectives to assist staff in determining the state policy, described above, and which serve as a basis for periodic evaluation of the program's quality at each site.

All Rehabilitative School Authority facilities have audio-visual collections consisting of at least one movie projector and record player, two sound filmstrip projectors, six cassette players, and small collections of filmstrip and audio software. Films and filmstrips are not purchased frequently, but instead are obtained from the State Library Agency (for recreational use) and the State Education Agency's Bureau of Teaching Materials (for classroom use) when they are needed at a given site. In adult facilities, most of the audio-visual materials are used for recreation and supplementation of treatment programs operated by the Department of Corrections, rather than for instruction. In youth facilities, most loans support instructional purposes. A central R.S.A. audio-visual collection also loans videotape/playback, public address, and slide presentation equipment for classroom, graduation, workshop and replication use. Current materials budgeting includes considerable funds for the acquisition of audio-visual hardware and software, indicating that these items will be increasingly available in the future.

Classroom materials and purchases are made separately from those in the library, and tend to be very goal-oriented. While many of these items are standard readers, spelling and math books, etc. some teachers have become involved in developing their own materials for classroom use. Such materials include flash cards, educational mobiles, tape recordings, and educational games. They are usually constructed with state-purchased materials, but actually developed by teachers on their own time.

### 5. Funding

The Rehabilitative School Authority operates on funds from both state and federal sources.* Indeed, the agency has pursued an aggressive policy of grantsmanship to obtain funds to supplement the state support of staff salaries. At the present time, federal funds have been received under the Elementary and Secondary Education Act; Title I (for students under the age of 21); Adult Basic Education; Elementary and Secondary Education Act; Title IV-B (for materials and educational equipment); and the Library Services and Construction Act (for establishing and maintaining library collections). By successfully applying for these diverse federal funds, the agency has been able to maintain an adequate level of funding for program improvement and growth since 1974.

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* However, the Commonwealth of Virginia identifies all federal funds coming into that state as "state funds" when they are distributed to the appropriate agencies and programs. For purposes of clarity, however, the distinction between state money and federal money will be made in this report.

As already indicated, the Commonwealth of Virginia provides direct support for staff salaries out of the Rehabilitative School Authority budget. Indeed, since Rehabilitative School Authority staff are considered state employees, wages for agency staff are tied directly to salary specifications for the state civil service system as a whole. The state also provides support through the coordination of services with other agencies, which allows the Rehabilitative School Authority to utilize state employees for planning, staffing, program monitoring, and evaluation activities.

## B. Reason for Involvement in Literacy Education

Virginia's recognition of the need for education in correctional facilities originated in 1918 with the passage of a specific law mandating the Commissioner of Corrections to provide educational opportunities for all those prisoners desiring them. In the ensuing years, the program has expanded to all correctional facilities in the state, and has become a vital part of the correctional institution's rehabilitation plan.

The Rehabilitative School Authority is regarded as a practical approach to preparing prisoners for their eventual release, especially given the fact that 95 percent of all those incarcerated in the Commonwealth are released back into society. For years legislators and administrators have been involved in developing strategies for educating and preparing individuals for the world of work. This purpose is reflected in the types of courses that have been offered in the program, varying from basic skills to higher education and vocational training.

## C. Description of Program Services

The relationship between libraries and classroom activities at each institution varies considerably, according to the resources available in each place and the priorities and educational philosophies of different staff members. In some cases, the library serves as a recreational/ information facility only; while in others, teachers coordinate classroom assignments with library materials. In most settings the libraries have attempted to encourage their clients to read regularly on any topic, thereby improving reading capabilities through constant use of that skill.

The classroom component of the agency is designed to meet the requirements of specific sectors of each institution's population. The youth facilities, therefore, provide general intermediate and secondary classes with some emphasis on remediation. The adult facilities, however, are structured to accommodate those below the intermediate level, as well as those at the postsecondary level. Every new inmate is tested upon entry into the state's institutional system and, based on his or her test performance, advised on educational needs. All students must achieve a high-school equivalency level before entering a postsecondary course of study.

Most facilities offer three levels of pre-postsecondary instruction. The first and lowest level is geared to those with very low basic skills (below grade 3 reading ability), who essentially must be taught the mechanics of learning to read and how to do simple computations. The second level of difficulty focuses on developing basic skills to at least the fifth-grade level. The third level is designed to bring student's skills to a 9.5 grade reading capability, which is required for any student wishing to attempt the General Education Development (GED) examination. All classes at these levels are conducted essentially on a one-to-one basis: teachers make general class assignments and then work individually with students on special assignments. Approximately 65 to 70 percent of all those taking the test receive a passing grade.

Students who have demonstrated their ability to pass the GED examination (either before entering the institution or during their incarceration) may choose between undertaking further study in academic subjects or entering vocational training. The latter is offered at both youth and adult levels, and covers a wide variety of vocational choices overall. However, due to space limitations and limited resources, not all vocational programs are available at every institution.

The Rehabilitative School Authority has planned and implemented a sequenced course of study to bring students to the point of employability when they leave the correctional facility. There are, however, two external factors that impede students' progress through the program. The first involves the high turnover rate of inmates who are in a given facility, since sentences may fall short of the time required to achieve real educational progress. Individual inmates may be shifted from one institution to another during their sentence, thereby disturbing the continuity of their education. The second problem stems directly from the special conditions under which the correctional facility schools operate. The tensions of prison life are apparent. Some are the product of institutionalization per se and some are the result of intrusions of the "outside" world (e.g., drug traffic, family problems, etc.). Such tensions often interfere with inmates' ability to concentrate on these studies, thus slowing their progress. Rehabilitative School Authority teachers are particularly sensitive to this factor, and consider it a major part of their job to assist students through difficult times.

# II. EXEMPLARY PRACTICES

## A. Interagency Cooperation

As indicated throughout this profile, the Rehabilitative School Authority is heavily involved in cooperative arrangements with the State Education Agency, the State Library Agency, and the Department of Corrections for many of its program functions. Indeed, it is through such linkages that the program has been able to increase the number of its permanent Rehabilitative School Authority staff.

The State Educational Agency frequently works with Rehabilitative School Authority staff, regarding the program as a state-wide school district that, like other Local Educational Agencies, needs specific types of services. For example, the State Educational Agency and Rehabilitative School Authority engage in cooperative efforts in setting guidelines for teacher certification. A second type of cooperation takes place in the area of specific program administration, especially for Adult Basic Education, Elementary and Secondary Education Act Title I, and Vocational Education. In these cases the State Educational Agency provides technical assistance to teachers and administrative staff located at the correctional facilities throughout the state. The Rehabilitative School Authority, in turn, maintains positions for representatives of the programs on its School Board.

Similarly, the State Library Agency works with the Rehabilitative School Authority in matters of concern to the library component of the program. The State Institutional Librarian assists Rehabilitative School Authority staff in identifying, interviewing, and hiring new librarians on an as-needed basis, and routinely manages much of the materials budget for the Rehabilitative School Authority. The State Library Agency also provides considerable technical assistance to Rehabilitative School Authority librarians and other staff, through joint workshops and other professional meetings. For example, recent meetings have focused on budgeting and forms' completion, audio-visual equipment and repair, and information-sharing on innovative ideas for libraries. The state institutional librarian also visits Rehabilitative School Authority libraries located in correctional facilities to provide on-site technical assistance and to evaluate program accomplishments and weaknesses according to state standards and the institutional library's own stated goals.

Thus, the Rehabilitative School Authority operates as a separate agency strongly focused on education and library programs, but with emphasis on the special interests and considerations of the correctional institutions and the populations they serve. The cooperative arrangement allows the state agencies to take advantage of common program goals, while maintaining their distinctive perspectives.

### B. Centralized or State-wide School District Concept

As noted earlier, the Rehabilitative School Authority functions much like a state-wide school system or district in serving the correctional institutions in the Commonwealth. Indeed, the agency faces many of the same problems as local districts in identifying special needs students and in meeting the needs of the student population as a whole. Additionally, it faces unique problems given the target population and the attendant problems of reaching institutionalized persons. However, the centralized, independent agency concept provides an excellent vehicle for setting state policy and standards for dealing with each set of problems.

Some functions are, in fact, conducted in a central location. These include: the initial processing, testing, and diagnosis of new wards to determine educational skill levels and to identify special problems or disabilities; planning and policy-making functions, which occur at the state level and are applied equally to all institutions to ensure that educational quality standards are met throughout the Commonwealth; program evaluation activities, often conducted through the auspices of the State Library Agency and carried out by state-level staff; and funding and budgeting functions, which are centralized to ensure that available program funds are allocated to those facilities needing them most.

## III. SUMMARY

The Rehabilitative School Authority exemplifies a centralized, state-wide approach to the practical preparation of prisoners for their eventual release into society. The long-term commitment to this program (i.e., since 1918) has permitted the program to grow and develop as new needs were determined and as educational innovations became available for improving services to inmate students. In addition, the nature of the agency and its cooperative relationships with other agencies has developed a stable funding base at both the federal and state levels; this base combines available funds from a variety of sources to accomplish program objectives.

Northern Pueblo Agency Learning Resource Center
Santa Fe, New Mexico

Site Profile

# I. PROGRAM DESCIPTION

## A. Characteristics of the Learning Resource Center

### 1. Characteristics of the Area Served

The Northern Pueblos Learning Resource Center serves five day schools operated by the Northern Pueblos Agency of Indian Affairs. The center is currently run by a single staff member, the director, who serves as liaison between the schools and their respective staffs. The director reports directly to the agency's superintendent of education, but has been given considerable latitude in the way the program is run in virtually all aspects of the center's operations. The center also utilizes an advisory board drawn from the Northern Pueblos area; the board includes parents, community leaders, and members of the Tribal Council. The board has served as a vital link between the educational program and perceived community needs.

The areas served by the center are rural, in the isolated reservation lands of Northern New Mexico, stretching some 75 miles north from Santa Fe to the Taos Pueblo. Although they are all operated by the Bureau of Indian Affairs, each of the five schools exhibits a slightly different emphasis in education and special programming (e.g., native language as a second language, development of the first written language materials in the native tongue, and emphasis on cultural heritage). The schools vary considerably in size also, the largest enrolling more than 100 students and the smallest approximately 20. The 347 students are Northern Pueblos Native Americans who have selected the Bureau of Indian Affairs schools from among the several educational alternatives available at the present time to the Indian people.

### 2. Facilities and Equipment

The Learning Resource Center is located in a sparsely populated area 13 miles from Santa Fe and 75 miles from its furthest school in Taos, with the other four schools situated in between. The small building serves mainly as a central storage space for the Learning Resource Center's collection of materials and as an administrative center. The site is, on occasion, used by teachers from all schools as a meeting place for workshop and other inservice activities.

A government car is in constant use by the director, since it provides the mobility required to bring together people and materials, which is the program's central function.

The Learning Resource Center is stocked with many different types of educational materials. Much of this collection is print material of fairly recent origin, which focuses on reading, language arts, and the Native American culture. The center has also obtained multi-media kits, films and audio-visual materials in these areas.

3. Funding

The Learning Resource Center plan was initially developed in 1975 with the assistance of the Southwest Area Learning Resource Center, and with the support of a U.S. Office of Education grant. The projected period for full implementation of the plan was three years, the first involving an initial grant for $10,000 from Southwest Area Learning Resource Center. These funds were to cover planning costs and some materials for the Center's "seed" collection, as well as other preparation, such as inservice training for those responsible for running the program. The Southwest Area Learning Resource Center also covered the director's salary, consulting and travel expenses associated with implementation, and additional inservice training during the first year of the center's actual existence. The Bureau of Indian Affairs assumed additional expenses, such as office equipment, supplies, and the salary for a full-time secretary, in addition to in-kind contributions of space, renovations, lighting, heat, etc. In subsequent years, the Bureau of Indian Affairs has assumed nearly all direct costs associated with the center's operations, including center staff salaries and materials. However, additional funding through Title VI of the Elementary and Secondary Education Act has been available for the development of Individualized Education Plans and other services directly related to special education.

Recently, however, severe budget cutbacks have threatened to curtail some activities that are central to the Learning Resource Center's function, such as materials acquisition and staff support. Specifically, during the past year these cutbacks have involved a sharp reduction in the purchase of new materials and termination of the services of a secretary--who not only provided clerical services, but also acted as a primary contact point for teachers, since the director was constantly engaged in field activities. These budget cutbacks may be assigned to two basic causes. First, they reflect the overall budget cuts experienced by the Bureau of Indian Affairs in general during the past several years. Secondly, the Northern Pueblos Agency budget, specifically, was considerably reduced through the application of the formula grant procedure mandated under P.L. 95561.* Such cutbacks have hampered the Learning Resource Center's ability to expand in size or in the number of services offered, but have not yet jeopardized its primary functions. The availability of funds to continue to support the director is felt to be problematic in the future.

## B. Reason for Involvement in Literacy Education

The Bureau of Indian Affairs schools in the Northern Pueblos Agency area enjoy a fairly high degree of support from the tribal families on these five reservations. One important reason for this has been the agency's success in building an educational program that offers quality education and a low teacher-pupil ratio, with distinct emphasis on the Native American heritage and language, and with considerable input from the Tribal Councils. In this respect, the 5 schools are much like the

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* The purpose of the formula grant procedure was to equalize appropriations across all agencies, since the Bureau of Indian Affairs had a history of non-standardized funding. The impact on the Northern Pueblos Agency--which had actually had a fairly generous budget given its size and enrollment--was to reduce the amount it would receive in the future.

"contract" schools, which operate as public schools, but are entirely under Tribal control.** The alternative to these, the regular town-operated public schools, provides little special attention to the Native American and is often predominantly Mexican-American.

In attempting to provide a program that would be attractive to Native American parents and children, the agency concentrated on the unique character of its population: bilingual by nature and rich in cultural heritage. In planning for program improvement, however, two things quickly became apparent. First, the schools were individually too poor to purchase many of the needed materials, especially such newly developed materials as multi-media learning kits, non-print materials, and materials focusing on the Native American heritage. Secondly, the schools were geographically isolated, to the extent that it was impossible for the five sites to share materials. Out of this recognition grew the concept of a centralized Learning Resource Center, which could serve as a repository for all materials, disseminating specific items and information to the outlying schools as requested.

The decision to focus on language arts and reading in the five schools grew out of two major educational goals that capitalized on the inherent bilingual, bicultural nature of the communities served. First, this emphasis provided an ideal vehicle for improving and refining English language and reading skills, which staff deemed essential to students' economic/occupational survival as adults in the U.S. This was particularly essential for those children who spoke only a combination of English and the native Tewa.** Secondly, the language arts served as a forum for teaching children to speak in their native language and for exploring the customs and traditions of the Native American people. This aspect made the program particularly appealing to the Tribal Councils, who feared that this heritage would be lost. It also provided parents with a real educational alternative, since regular public schools offered little or nothing in this area.

The past five years of the Learning Resource Center program has demonstrated the soundness of this decision. The Learning Resources Center has become an integral part of the schools' curriculum planning and a major force in the exchange of information among the isolated sites, especially with respect to the use of special materials geared to teachers' specific lesson plans. The bicultural, bilingual emphasis has also permitted the schools to operate in close cooperation with the Tribal Councils and communities they serve.

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* The contract schools came into being in 1978, under Title XI of P.L. 95-561, Education Amendments of 1978.

** Actually, the native language for the school located at the Taos Pueblo is Tiwa, which is closely allied, but not identical to, the Tewa spoken at the other four pueblos.

## C. Description of the Program

The Learning Resource Center, although relatively simple in organization and concept for materials distribution, provides the five schools it serves with many different services. These are made possible not only through the center's collection of educational resources, but also because of the flexibility and innovativeness of its director.

The initial Learning Resource Center collection was amassed through (1) a complete inventory of all materials available at each school and subsequent contributions of these to the center for wider distribution; and (2) a needs assessment conducted by the Northern Pueblos Agency to determine what teacher-identified needs were still unmet. This assessment served as a basis for the center's future acquisitions, to ensure that the basic collection would meet the real needs of teachers, not just the needs perceived by the director or administrators. Teachers routinely request specific items to fill their particular lesson plan needs, during the director's weekly visit to their school. Used materials are then delivered and exchanged for new ones each week.

In addition, the director often serves as a reference "librarian" for teachers who are developing new curriculum units or updating old ones, but who are unaware of what is available. This is particularly evident in very recent acquisitions in the area of Native American culture. The director can also recommend appropriate "teacher-made" materials that originate in one of the other schools.

The Learning Resource Center also serves several additional functions, described below.

## II. EXEMPLARY PRACTICES

### A. Development of Individualized Education Plans

As a central repository for the agency's curriculum materials, the Learning Resource Center has also become a focal point for the development of Individualized Education Plans for special education students and Title I eligible children. Indeed, it is the agency's and the Learning Resource Center's goal to develop such a plan for each child in the Northern Pueblo School System.

The Individualized Education Plan development procedure is based on the use of System FORE, a diagnostic, goal-oriented, and prescriptive program developed by the Los Angeles-based Assessment Service Center for the Handicapped in 1969.* The automated system, which focuses on reading, language arts, and math, features (1) individualized student assessment in each area; (2) generation of highly specific, operational achievement objectives for every student; (3) curriculum materials that have been tied to the attainment of each objective; and (4) reassessment of student progress. The system thus points out to teachers the exact point at which a student has difficulty. In cooperation with the Learning Resource Center director, the teacher then consults a computer printout organized by levels of difficulty in each area, for a set of operational learning goals and specific recommended curriculum materials. No student ever "fails" by group standards, since each Individualized Education Plan is geared only to the standards set for that student at a given point in time. When a student has completed a set of materials, he or she is tested for mastery and may move on to the next level of difficulty.

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* The development of System FORE was funded under Title III of the Elementary and Secondary Education Act. It has been continually refined and updated by several university-based groups throughout the country.

System FORE has produced its own curriculum materials, which are articulated by level of difficulty to correspond to each section of the student assessment tests. The Learning Resource Center initially purchased $350 worth of these materials, thereby also "purchasing" the ongoing services of System FORE, including updates, changes, and refinement information and the review of the center's own materials for classification by level of difficulty. The director can therefore work closely with teachers in prescribing the appropriate materials for each Individualized Education Plan student.

### B. The Learning Resource Center as a Teacher Center

Although the center serves as a dissemination point for the schools, it also operates as a meeting place, where teachers can get together for information-sharing and workshops. Among these workshops have been in-service training in Native American culture and group materials development for special projects. Such sessions are enjoyed by teachers, who benefit not only from the principal purpose of the meeting, but also from the opportunity to share ideas and information with one another.

The center also functions as a library for teachers, who may use the facility to preserve new materials or file reference materials, such as recent periodicals and journals. The director maintans and updates informational files and "idea files," which are geared to special projects that have been identified over time, and which may be assessed by teachers visiting the center.

The major problem encountered by those attempting to use the Learning Resource Center as a centralized meeting place or teacher center is that of transportation. In previous years, schools would bring teachers to the center by bus, but rising fuel costs in the past year have reduced the agency's capacity to do this.